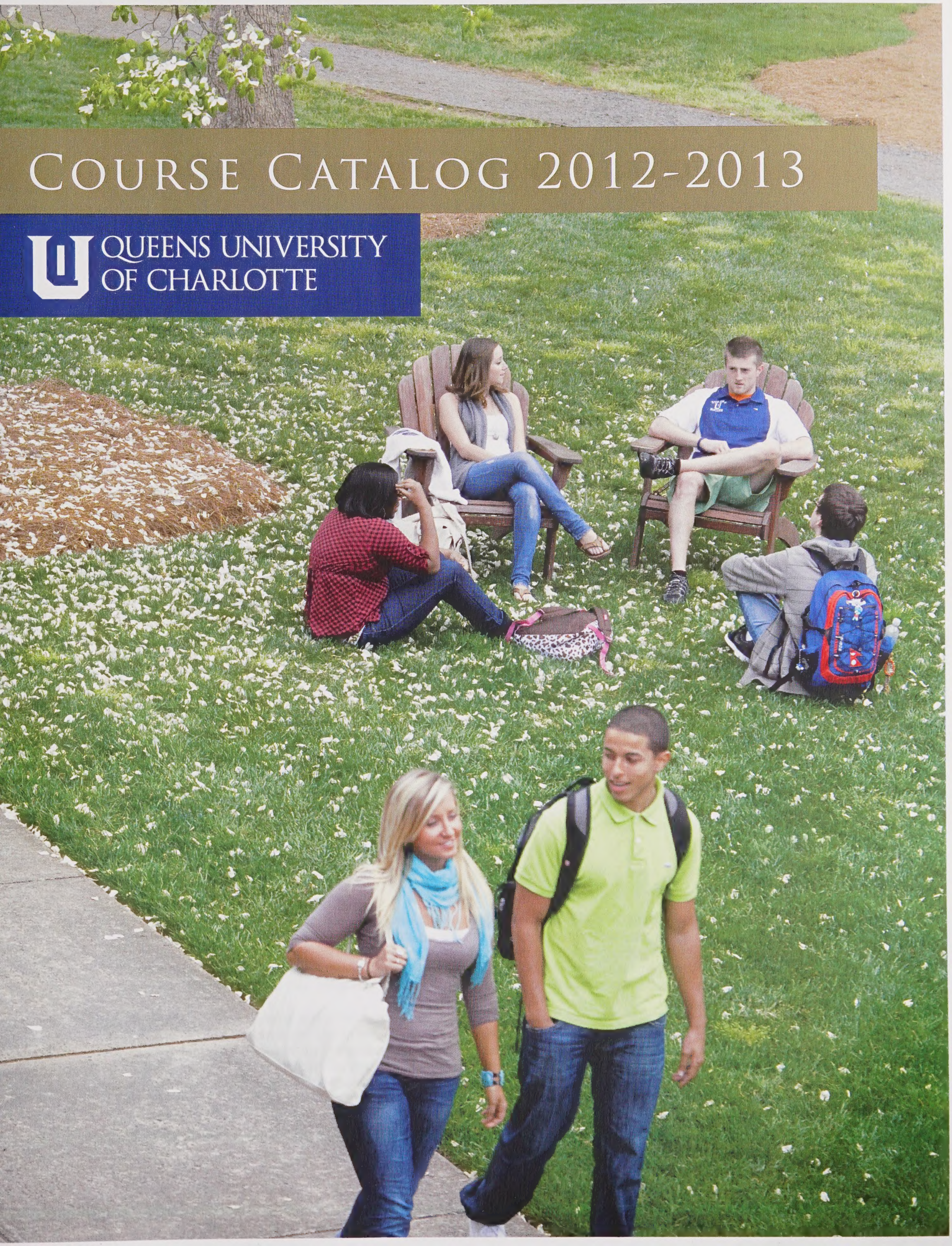
COURSE CATALOG 2012-2013

QUEENS UNIVERSITY
OF CHARLOTTE



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Queens University of Charlotte

2012-2013 Catalog
Undergraduate and Graduate Programs

About Using this PDF Catalog:

The navigation bookmarks on the left side of your screen function as an interactive table of contents. They will allow you to quickly find sections of interest and move easily through this document. You can expand and collapse the bookmarks by clicking on the +/- symbols. The Catalog also contains many internal links to other sections of the Catalog as well as links to web pages. You can then use the bookmarks to return to your original page.

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Queens University of Charlotte is committed to the principles and practices of diversity throughout the University community. Women, members of minority groups and individuals with disabilities are encouraged to apply for admission. Queens does not discriminate on the basis of race, color, creed, gender, age, sexual orientation, national and ethnic origin or disability status in the administration of its educational and admissions policies, employment policies, scholarship and loan programs, athletic programs or other University-administered programs.

This catalog was prepared and published by the Office of Academic Affairs in May 2012. Its purpose is to provide a comprehensive, accurate and useful catalog which fully describes the academic programs, policies, regulations and requirements of the University. The publisher has attempted to present information that, at the time of preparation for printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations and requirements of the University. However, it does not establish contractual relations. The University reserves the right to alter or change any statement contained herein without prior notice, and while the publisher has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical or printing errors or errors occasioned by mistakes.

2012-2013 Academic Calendar

The most current official academic calendar can be found on web page of the **Registrar's Office**.

UNDERGRADUATE PROGRAMS

**Including the Traditional and Hayworth Undergraduate Programs, and the Associate of Science in Nursing Program*

	FALL TERM	SPRING TERM
Classes Begin	August 21	January 7
Holiday	September 3	January 21
Convocation	September 11	January 29
Last day to Withdraw from a course	October 8	March 1
Holiday	October 18-21	March 3-10
Holiday	November 18-25	March 29-31
Classes End	December 5	April 22
Reading Day	December 6	April 23
Examination Period	December 7-14	April 23-30
Commencement Ceremonies		May 1-3

GRADUATE PROGRAMS

*** see the Registrar's web site for EMBA, MFA and MSEC program calendars*

	FALL TERM	SPRING TERM
Classes Begin	September 4	January 14
Holiday		January 21
Last day to Withdraw from a course	October 22	March 11
Holiday	November 20-25	March 3-10
Holiday		March 29-31
Classes End	December 8	April 22
Examination Period	December 10-15	April 23-29
Commencement Ceremonies		May 1-3

2013 SUMMER SESSIONS

Undergraduate and Graduate Programs

	Summer 1	**Summer 2**	**Summer 3**
Classes Begin	May 7	May 7	June 24
Memorial Day Holiday	May 27	May 27	--
Fourth of July Holiday	July 4	--	July 4
Classes End	August 2	June 14	August 2
Examination Period	August 3-9	June 15-21	August 3-9

Directory

To communicate with the University:
Switchboard: (704) 337-2200 or (800) 849-0202
Address: 1900 Selwyn Avenue,
Charlotte, NC 28274-0001

Email: admissions@queens.edu
Web Site: http://www.queens.edu

Please use the following list for address inquiries or to schedule appointments. If you need an individual's telephone number please call the University number above and an operator will be happy to connect you.

704 337-2324	Academic Affairs
704 337-2212	Admission-Undergraduate
704 337-2313	Admission-Graduate
704 337-2314	Admission-Hayworth College
704 337-2224	Admissions – McColl Graduate
704 337-2276	Admission-ASN Program
704 337-2256	Alumni Relations
704 337-2509	Athletics
704 337-2306	Campus Security
704 337-2372	Campus Services
704 337-2209	Center for Academic Success
704-337-2596	Center for Active Citizenship
704 337-2351	Center for Entrepreneurial Leadership
704 337-2577	Center for Ethics and Religion
704 337-2535	Center for Academic Faculty Excellence (CAFÉ)
704 337-2251	Center for Lifelong Learning
704 337-2309	Executive Leadership Institute
704 337-2291	Chaplain
704 337-2227	Dean of Students
704 337-2508	Disability Services
704 337-2401	Everett Library
704 337-2489	Executive MBA Program
704 337-2560	Facility Rentals
704 337-2225	Financial Aid
704 337-2390	Fitness Center
704 337-2253	Hayworth College for Adult Studies
704 337-2220	Health & Wellness Center
704 337-2385	Human Resources
704 337-2337	Internship & Career Center
704 337-2516	Institutional Research & Assessment
704 337-2533	The Center for International Education
704 337-2262	Media Services
704 336-2499	MFA Program
704 337-2320	Office of Diversity and Inclusion
704 337-2432	NC Teaching Fellows Program
704-337-2324	Office of Research and Sponsored Programs
704 337-2216	President's Office
704 337-2428	Professional Golf Management Program
703-337-2324	Provost's Office
704 337-2373	Public Education Research Institute at Queens
704 337-2242	Registrar
704 337-2293	Residence Life
704 337-2373	School Executive Leadership Academy
704 337-2311	Service Center (mail)
704 337-2809	Sports Information
704 337-2263	Student Activities
704 337-2225	Student Financial Services
704 337-2323	Technology Helpdesk

Colleges and Schools

704 337-2463	College of Arts & Sciences
704 337-2525	McColl School of Business
704 337-2397	Knight School of Communication
704 337-2574	Cato School of Education
704 337-2276	Presbyterian School of Nursing
704 337-2276	Blair College of Health

Queens University of Charlotte

Queens University of Charlotte is a student-centered, comprehensive, private University affiliated with the Presbyterian Church (U.S.A.). With a foundation in the liberal arts and a commitment to excellence in education, the University serves the needs of a diverse coeducational student body with a variety of undergraduate and graduate programs and learning experiences offered by the College of Arts & Sciences, the McColl School of Business, the James L. Knight School of Communication, the Wayland H. Cato, Jr. School of Education and the Andrew Blair College of Health.

In addition to the Traditional Undergraduate Program, Queens offers the baccalaureate degree to adult learners through the Hayworth College undergraduate program.

In all of its programs, Queens emphasizes active and collaborative learning, meaningful student teacher relationships, a creative synthesis of the liberal arts with the world of work, and the value, indeed the necessity, of lifelong learning.

Vision Queens University of Charlotte will be recognized as a leading comprehensive university, distinguished by its commitment to transforming the lives of its students and enhancing the intellectual and cultural fabric of its community

Mission Queens University of Charlotte provides transformative educational experiences that nurture intellectual curiosity, promote global understanding, encourage ethical living, and prepare individuals for purposeful and fulfilling lives.

Values To fulfill its mission and its vision, Queens University of Charlotte acts upon the following values:

Focus on Students: We value the factors which foster student success: an intimate learning environment, excellence in teaching, intellectual curiosity, and an education grounded in the liberal arts tradition, one which develops critical thinking, creativity, communication, commitment to ethical behavior, responsible citizenship and which serves as a foundation for successful and fulfilling lives.

Integrity and Respect: We value a sense of caring and community, seek to promote diversity and respect for all people and we recognize the importance of personal integrity and ethical action.

Stewardship: We value and are committed to those who learn and work at Queens, and we are proud of our university. We will responsibly manage our heritage, our resources and our reputation in the community to ensure that we remain a source of pride for our students, faculty, staff, donors and alumni.

Creativity and Innovation: We value creative and innovative thinking and acting, both in the classroom and in advancing Queens toward its vision as a leading comprehensive university and a community asset.

Service: We value responsibility and service to the society at large, in keeping with our Presbyterian connection and as expressed in our motto, "Not to be served, but to serve."

Accreditation

Queens University of Charlotte is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelors and masters degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404 679-4500 for questions about the accreditation of Queens University of Charlotte.

The business programs of Queens University of Charlotte are accredited by the Association of Collegiate Business Schools and Programs (ACBSP) 7007 College Blvd., Suite 420 Overland Park, Kansas 66211, phone: 913-339-9356 and by AACSB International - The Association to Advance Collegiate Schools of Business, AACSB International, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602, phone 813-769-6500.

National Council for Accreditation of Teacher Education (NCATE) and the North Carolina Department of Public Instruction have fully accredited the education programs.

The Associate of Science in nursing program at Queens University of Charlotte is accredited by the National League for Nursing Accrediting Commission, Inc., 3343 Peachtree Road NE, Suite 850, Atlanta, Georgia 30326, phone 404-975-5000. On March 23, 2012 "the Board of Commissioners granted the associate nursing program continuing accreditation, placed the program on warning, and scheduled the next evaluation visit for Spring 2014."

The Bachelor of Science in nursing program and the Master of Science in nursing program at Queens University of Charlotte are accredited by the Commission on Collegiate Nursing Education , One Dupont Circle NW, Suite 530, Washington DC 20036-1120, (202) 877-6791.

The University's programs in music are accredited by the National Association of Schools of Music (NASM), 11250 Roger Bacon Drive, Suite 21, Reston, Virginia 20190-5248, and phone (703) 429-0700.

The Bachelor of Music in Music Therapy is approved by the American Music Therapy Association (AMTA) 8455 Colesville Road, Suite 1000, Silver Spring, Maryland 20910, phone (301) 589-3300

Queens is also approved for veterans education.

Colleges and Schools of the University

Courses leading to associate, baccalaureate and masters degrees are offered by the College of Arts & Sciences, the McColl School of Business, the Knight School of Communication, the Cato School of Education and the Blair College of Health and Presbyterian School of Nursing.

The College of Arts and Sciences

The mission of the College of Arts & Sciences is to educate students in the tradition of the liberal arts to prepare them for noble lives, productive careers and responsibly active citizenship in an increasingly diverse, technological and global society.

The College of Arts and Sciences is composed of fifteen departments offering 27 undergraduate majors, 61 minors and six pre-professional programs. The College also oversees foundational education for all associate and baccalaureate degree programs.

At the graduate level the College of Arts and Sciences offers a Master of Fine Arts in creative writing and the Master of Arts in music therapy.

The McColl School of Business

The mission of the McColl School of Business is to educate students to become successful business and professional leaders who are competent, understand the importance of character and are committed to their communities. It prepares individuals for careers by providing high quality, innovative undergraduate and graduate business education, and offers a comprehensive set of educational programs and enrichment opportunities which serve as important educational resources for the Charlotte region and beyond.

The McColl School of Business provides students the opportunity to develop business and management abilities. Those who take advantage of this opportunity are preparing for responsible positions of leadership in the world of commerce and practical affairs. The McColl School of Business offers the undergraduate major in business administration with minors available in marketing, finance and entrepreneurship.

At the graduate level the McColl School of Business offers the Master of Science (MS) in organization development and the Master of Science (MS) in executive coaching, as well as two distinct programs leading to the Master of Business Administration (MBA) degree: the Professional MBA program and the Executive MBA program.

The James L. Knight School of Communication

The mission of the James L. Knight School of Communication is to prepare consumers and creators of communication messages to become engaged citizens, advocates and leaders in the communities they serve. Graduates serve as leading practitioners in journalism, corporate and organizational communication, and in strategic business, community, civic and governmental leadership.

The Knight School of Communication offers an undergraduate major in communication. Students learn to embrace change as a way of life in an always on world. With a foundation in the liberal arts, through practical use of technology and multimedia skills, and with an insistence on critical thinking skills, they are prepared to be fearless and confident about the years ahead. Tracks of study include journalism, media studies, sports communication, organizational communication and relational communication.

At the graduate level, the Knight School of Communication offers the Master of Arts in Communication, which allows students to hone the ability to access, analyze, and create content on a variety of traditional and digital platforms and communicate effectively with diverse audiences.

The Wayland H. Cato, Jr. School of Education

The mission of the Cato School of Education is to prepare culturally responsive educators who are leaders, experts in their fields and facilitators of learning for all students in a “community of respect.”

The Cato School of Education offers the major in elementary education, the Master of School Administration, the Master of Arts in Teaching in elementary education, the Master of Education in literacy (K-12) and programs leading to teacher licensure both within a baccalaureate program, and for post-baccalaureate students. One of the School’s most notable undergraduate elements is the Queens Teaching Fellows Program, dedicated to recruiting talented high school graduates into the teaching profession and helping them develop the leadership qualities needed to succeed in the profession.

The Andrew Blair College of Health

The Andrew Blair College of Health was created in 2010 in order for the University to expand its offerings in the growing field of health care. Currently the Blair College of Health houses the Presbyterian School of Nursing and minors in Health Sciences and Public Health.

The Presbyterian School of Nursing

The Presbyterian School of Nursing at Queens is housed in the Andrew Blair College of Health. The mission of the Presbyterian School of Nursing at Queens is to prepare nurses to meet the healthcare needs of diverse communities and to provide leadership to the profession. The School of Nursing creates a dynamic learning environment that provides options for seamless progression in nursing education and serves as a community resource.

Nursing has a rich history at Queens dating to 1963 when Queens offered a bachelor's degree completion program to graduates of Presbyterian Hospital's School of Nursing. In 1979 Queens established its BSN program, which achieved national accreditation and graduated its first class in 1984. In 2004 Queens acquired the historical program from Presbyterian Hospital and created the Presbyterian School of Nursing to house all nursing degree programs at Queens. Today the school offers a variety of options for nursing education including the Associate of Science in Nursing (ASN) degree; the Bachelor of Science in Nursing (BSN) degree with multiple delivery options, and the Master of Science in Nursing (MSN) with tracks in Nurse Educator Practice, Health Systems Management and the Clinical Nurse leader.

Academic Programs

Undergraduate Programs

The Traditional Undergraduate Program

The University offers undergraduates in its traditional undergraduate program a vibrant residential student life experience and dynamic academic program with 31 majors, 79 minors, 6 pre-professional programs and many unique opportunities for engagement, including the Core Program in the Liberal Arts, Study Abroad Programs, the Honors Program and the Internship Program.

The Hayworth College Undergraduate Program

Through the Pauline Lewis Hayworth College program, the University also offers a baccalaureate degree with degree requirements and services designed for the adult learner. A Hayworth student may apply to any major offered by the University, but for those working adults unable to take courses during the day the University offers all requirements for 9 majors and 12 minors in the evenings, on weekends.

The Associate of Science in Nursing Program

The Associate of Science in Nursing (ASN) degree program prepares a novice practitioner of nursing with essential knowledge and skills that facilitate critical thinking and a holistic, caring approach to the healthcare needs of society. Completion of the ASN program qualifies the graduate to sit for the NCLEX-RN® licensing exam. The curriculum also provides excellent preparation for subsequent completion of the BSN degree, especially through the RN-to-BSN program.

Graduate Programs

The University's graduate programs provide advanced, specialized education which prepares students for professional careers. They also seek to develop personal and professional values that are necessary for responsible citizenship. The university offers the following graduate degree programs:

College of Arts and Sciences
    Master of Fine Arts (MFA) in creative writing
    Master of Arts (MA) in music therapy
McColl School of Business
    Master of Business Administration (MBA) - professional and executive programs
    Master of Science (MS) in organization development
    Master of Science (MS) in executive coaching
    Coaching Certificate
Knight School of Communication
    Master of Arts (MA) in communication
Cato School of Education
    Master of Arts in Teaching (MAT) (elementary level)
    Master of Education (MEd) in literacy
    Master of School Administration (MSA)
    Post Baccalaureate Teacher Licensure Program
Blair College of Health
  Presbyterian School of Nursing
    Master of Science in Nursing (MSN)
    Health Systems Management Certificate
    Post Masters Certificate in Clinical Nurse Leader
    Post Masters Certificate in Nurse Educator Practices

History of Queens

Queens University of Charlotte is a co-educational Comprehensive University that has served Charlotte and the Southeast for over 150 years. The University prides itself on a strong foundation including a Presbyterian heritage, outstanding faculty, innovative curricula and creative programs.

Founded in 1857 as the Charlotte Female Institute, the University was originally located at College and 9th Streets near the center of the city. From 1891-1896, it was called the Seminary for Girls. In 1896, the Seminary merged with the Presbyterian Female College chartered by Concord and Mecklenburg Presbyteries. In 1912 it became Queens College and in 1914 relocated to the present campus in the Myers Park residential area. In 1930, Queens became related to the Presbyterian Synod of South Carolina through a merger with Chicora College in Columbia, S.C. The motto from Chicora College, *non ministrari sed ministrare* - "Not to be served, but to serve" - was adopted as the motto of Queens College. In 2002 Queens College became Queens University of Charlotte.

In the aftermath of World War II, Queens admitted its first male students in a non-residential status. In addition, a co-educational evening college was established in 1948 that provided instruction for adults. This was the forerunner of the Hayworth College undergraduate program for adult learners, inaugurated in 1979 as New College.

In 1987 Queens College became fully coeducational and began admitting men into residence.

In 1993 the McColl School of Business was created to join the original traditional undergraduate program which was then known as the College of Arts and Sciences

Queens has been providing graduate education since 1980 when the inaugural graduate program, the Master of Business Administration, admitted its first class. The Master of Education was added in 1983, the Master of Arts in Teaching in 1992, the Master of Science in Nursing in 1998. In 1999 the Master of Arts in communication originally began in 1999 as a degree in organizational and strategic communication. The Master of Fine Arts in creative writing began in 2001, the Master of Science in organization development in 2008, the Master of School Administration in 2009 and the Master of Science in executive coaching in 2011. Most recently the Master of Arts in music therapy was added in 2012. Queens' growing graduate education programs led to its reclassification by the Carnegie Foundation as a masters-level University, and on June 1, 2002 the Board of Trustees changed its name from Queens College to Queens University of Charlotte.

In 2004 the University's second school, the Presbyterian School of Nursing, was created after Queens merged its nursing program with Presbyterian Hospital's and added the Associates of Science in Nursing degree. At the same time the University's campus expanded to include the nursing facility on 5th street near Presbyterian Hospital. In 2007 the Board of Trustees approved the creation of the Wayland H. Cato, Jr. School of Education and in 2008 the School of Communication was created. In 2010 this school was named the James L. Knight School of Communication.

In 2010 the Andrew Blair College of Health was created to expand the university's offerings in the growing field of health care. It houses the School of Nursing, which collaborates with other schools to support health oriented majors and programs, and to expand the university's offerings in the growing field of health care.

Queens has provided transforming educational experience to students from all walks of life for more than a century, and is committed to continuing its tradition of excellence in education while becoming a leading University in the Southeast committed to service to the Charlotte community and the larger world.

The Campus

The main campus of Queens University of Charlotte is nestled among the signature oak trees of historic Myers Park in Charlotte, N.C. Its Georgian buildings, five of which were constructed in 1914 when the University was moved to this site, have been extensively remodeled. The architectural motif of red brick with white trim has been incorporated in the more modern buildings. Principal buildings include the following:

Belk Chapel (1950) was a gift to Queens by the families and associates of William Henry Belk and Dr. John M. Belk, in their honor. Greek revival in architecture, it is equipped with a 39- rank organ and seats 500. It is used for chapel and for other religious services and meetings. The Belk families have been loyal and generous supporters of the University.

Blair House (1935), named for Dr. Elizabeth H. Blair, former dean of instruction, houses the Career and Internship Programs Office.

Burwell Hall (1914), the focal point of the campus, faces Selwyn Avenue. In addition to administrative offices, the building houses the McInnes Parlors which provide a spacious reception area for guests and social events. Robert Burwell served as president of the Charlotte Female Institute from 1857 to 1872, and his wife, Margaret Anna Burwell, was a teacher and principal.

Coffee House (2010), located at the center of the campus in the Everett Library, this full service coffee house offers coffee and breakfast items as well as sandwich and soup service. The coffee house also offers fireside seating, six computer work stations and two study rooms. Outside patio seating is also available. Meal plans, cash and credit cards are all accepted.

Dana Building (1961) honors Charles A. Dana, a generous benefactor of Queens University of Charlotte. The Dana Building contains the Center for Academic Success, the Student Disability Services Office, the Center for Excellence in Teaching and Learning, classrooms, the Knight School of Communication Office, the DeWitt Computer Classroom, the Knight Crane Convergence Laboratory and faculty offices.

Diana Courtyard (1924) at the south side of Burwell Hall contains the sculpture, Young Diana, Goddess of the Hunt. The Diana statue is one of only a few castings of Mrs. Anna Hyatt Huntington's Young Diana, Goddess of the Hunt.

Everett Library (1960), located at the center of the campus, was built through the generosity of Herschel Hill Everett, chairman of the Board of Trustees from 1952 to 1967, and his wife, Cornelia Nisbett Everett. A new Georgian-style facade was constructed in 2000, thanks to a gift from Mr. John H. Sykes, a member of the Board of Trustees, and named for his wife, Susan W. Sykes.

Fifth Street Campus (1993), located 1.8 miles from the main campus at 1901 East Fifth Street near Presbyterian Hospital, provides classrooms, laboratories, offices for the nursing program and houses the Presbyterian School of Nursing's state-of-the-art Patient Simulation laboratories. A satellite Queens bookstore is also housed on this campus. Other departments also hold classes there, particularly in the evening.

The Hadley Theater (2002), named in honor of Dr. Charles Hadley and Professor Jane Hadley for their outstanding dedication and service to Queens, was built in collaboration with Charlotte Mecklenburg Schools and is located inside Myers Park Traditional School adjacent to the Queens campus. The Hadley Theater is a state-of-the-art Black Box facility seating approximately 150. Students interact with theatrical lighting and sound equipment in this hands-on learning environment. The Hadley Theatre functions as a performance venue, rehearsal space, classroom, laboratory, storage facility, workshop and scene shop.

Harris Welcome Center (1915), named in honor of James J. Harris, was built by NC Governor Cameron Morrison (1869-1953) and is home to the Traditional Undergraduate Admissions Offices and the Harris Meeting Center for the Traditional Undergraduate Program.

Hodges Taylor Humanities Campus (2011) Co-located with the Hodges Taylor Art Consultancy, this campus serves as the university's uptown campus for humanities continuing education courses, including topics such as Philosophy of Art, Creative Writing, Art History and more. The campus is located at 401 North Tryon Street and provides both gallery and classroom space for the Queens community.

Jernigan Building (1914) houses the Registrar's Office, the Student Financial Services Office, the student bank, and the Wayland H. Cato, Jr. School of Education on the first floor, with the Union-PSCE offices and classrooms on the second floor. The building was named for Dr. Charlton Coney Jernigan who was president of Queens from 1951-53.

The Lion's Den Grille & Game Room (2007) is an alternative dining facility on the Queens campus. Located in lower level of Morrison Hall. The Lion's Den boasts 2,000 square feet, a grill for snacks and meals, an Internet jukebox, wide screen televisions and a pool table. The 24-foot grill offers fare that appeals to everyone. Meal plans, Lion Dollars, cash and credit cards are all accepted.

E.H. Little Fine Arts Center (1966) contains the Charles A. Dana Auditorium, which seats 1,000 for concerts, recitals, plays and lectures. The center also contains the Suzanne T. Little Recital Hall, an exhibition gallery, studios, practice rooms, classrooms for music and drama, and music offices that include a library of music, miniature scores and recordings. Major donors of this facility were prominent philanthropists E.H. Little and Charles A. Dana.

Morrison Hall (1927) has three levels. The lower level includes the Copy and Mail Service Center, Dining Services offices and the Lion's Den Grille and Game Room. The Frances Young Dining Hall is located on the second level. Student Life, Student Organizations, and Residence Life are located on the third level.

McEwen Hall (1914) was named in honor of Dr. Mildred Morse McEwen, alumna and Professor of Chemistry (1924 - 1971). It houses the administrative offices of the College of Arts and Sciences as well as classrooms, faculty offices, and the John Belk International Program Office.

The President's House (1928) located on Roswell Avenue was originally built by William H. Peeps for Frank and Mary Lethco, who were drawn to the new Myers Park suburb planned by landscape architect John Nolen and architect Earle Sumner Draper. The shift in upper and middle class families from the center of Charlotte to the "highly desirable" suburb is historically significant for Charlotte. The Lethco house has been described as one of Charlotte's finest Tudor Revivals.

The Rogers Science and Health Building (2012). Currently under construction, this 56,500 sq. ft. building will house Queens' science programs as well as the administrative offices for the Andrew Blair College of Health. The building will consist of state-of-the art classrooms, science laboratories, practicum areas and faculty offices. In keeping with the environmental philosophy of Queens, this Platinum LEED-certified building will demonstrate conservation while teaching conservation. Anticipated occupancy is Spring 2013.

The Sports Complex at Marion Diehl Park (2006) covers 65-acres and is a joint partnership between Mecklenburg County Park and Recreation Department and Queens. The facility features a championship field, adaptive field and practice field/running track. A new Field House and Conference Center opened in 2009. Additional projects are scheduled to be completed by 2015.

The Student Health & Wellness Center (1935) houses the undergraduate student health and counseling treatment areas as well as professional staff offices.

Stultz Building (1952), named for Mr. and Mrs. W. Z. Stultz, houses the offices of the Presbyterian School of Nursing, faculty offices, the Campus Police Department and Office of Campus Safety and Security.

John H. Sykes Learning Center (2000) is named in honor of Mr. John H. Sykes, a member of the Board of Trustees and a generous benefactor of the University. The building is home to the McColl School of Business and is used by the entire campus for classroom, meeting and event space. The building contains the 214-seat Ralph Ketner auditorium, classrooms, meeting rooms, faculty offices and a student lounge.

Tillett Building (1949), named for Miss Laura A. Tillett, professor emeritus of English, is used by the Art Department for ceramics, sculpture, woodworking and metalworking.

Trexler Student Center (1993) honors long-time Queens trustee Charles B. Trexler and his children. Designed to be the "living room" of the University, the Trexler Center is located at the geographic center of the campus. It offers a living room, the Student Store and a private dining facility – The Claudia Belk Dining Room. A stairway connects the Trexler Center with the Service Center on the lower level of Morrison Hall.

Walker Science Building (1966) was named for Dr. Edwin R. Walker, former president of the University, and contains laboratories, classrooms, faculty offices and research facilities for Biology, Chemistry, Environmental Science, Physics, and Mathematics and Computer Information Systems. It also houses Queens' Information Technology Center.

Watkins Hall (1914) was named for Miss Mildred C. Watkins, a member of the faculty from 1895-1909. It houses the art department, the Max Jackson Gallery and faculty offices.

Withers House (1904) was originally built in 1904 for Benjamin Withers and located on East Trade Street but was moved piece by piece to Selwyn Avenue in 1926. It houses offices for Hayworth College admissions and student services and admissions offices for graduate programs in education and communication. The Withers House is also home to the Center for Lifelong Learning (CLL). The Withers House provides amenities for Hayworth College and CLL students, including a student lounge with WIFI, a conference room, a small computer lab, a multi-purpose room, and a break room with vending machines and a microwave.

RESIDENCE HALLS

Albright Residence Hall (1964) Albright Hall, named in honor of Miss Thelma Albright, former dean of students and a long-time faculty member at Queen, is a corridor style building with shared community bathrooms that can house approximately 140 students. Renovated in 2009, Albright consists of mostly double occupancy rooms.

Barnhardt Residence Hall (1965) honors Mr. and Mrs. William H. Barnhardt. Mr. Barnhardt, a prominent and devoted supporter of the University, was a member of the Board of Trustees. Barnhardt is a corridor style building with shared community bathrooms, consisting of mostly double occupancy rooms and some single rooms. Used to house both first year students and returning students, Barnhardt can house nearly 100 students and was renovated in 2010. The first floor of Barnhardt Hall also houses some faculty/staff offices, classrooms, meeting space and the Queens Chronicle offices.

Belk Residence Hall (1954) honors the late Mrs. William Henry Belk, alumna, trustee and benefactor. The building, which was a gift to Queens from Mrs. Belk's sons and daughter, was renovated in 2009. Belk is a corridor style building with community bathrooms and double occupancy rooms that can house approximately 80 students. Belk Hall is used to house both new and returning students. There is a Student Fitness Center located on the lower level that is available for students, faculty and staff.

Hayes Residence Hall (1914), one of the original five buildings on the Queens campus, is named for Queens alumna and Board Trustee Miriam Cannon Hayes '37. The Lily Long Lobby in Hayes Hall is named for Miss Lily W. Long, who served the University for half a century and was president from 1891 to 1899. Hayes is a suite style building accommodating nearly 70 students. With two double rooms with an adjoining bathroom, Hayes is primarily used to house returning students. Hayes Hall was fitted with all new furniture throughout the building in 2009.

North Residence Hall (1967) was purchased in 2008 and renovated to provide apartment residences for juniors and seniors at Queens. Though not contiguous with the main campus, North is located approximately a half a mile from the center of campus on the "Queens Corridor." North can accommodate approximately 70 students in one, two, and three bedroom apartments.

Wireman Residence Hall (2001) is Queens' largest residence hall named for the late Billy O. Wireman, President of Queens from 1978-2002. Wireman is a suite style building accommodating 225 students in both single rooms and double rooms with adjoining bathrooms. Wireman is primarily used to house returning students. The Greek Village is located on the lower level of Wireman and includes seven lodges for sororities and fraternities.

Brown Hall Overcash Residence Hall (1962) was renovated in 2008 and is used to house both first year and returning students. Hall Brown Overcash can accommodate approximately 120 students in a corridor style building with community bathrooms, mostly double residence rooms and a limited number of triple rooms. Rex's Lair, a popular meeting and programming space open to the entire Queens community, is located on the first floor of Hall Brown Overcash. With its grand columns, Hall Brown Overcash Residence Hall anchors the west end of the residential quad.

Centers and Institutes

THE CENTER FOR ACTIVE CITIZENSHIP The Center for Active Citizenship engages students, faculty, and staff around service to the larger community. The Center unifies existing service programs under one umbrella and initiates new initiatives that bring together students, faculty, staff, and local community organizations focusing on issues of access, equity, and inclusion.

THE CENTER FOR ENTREPRENEURIAL LEADERSHIP The Center for Entrepreneurial Leadership, established in 2009, fosters entrepreneurial scholarship and dialogue between the University and the Charlotte business community, and offers a tremendous network of resources to students and small business owners. It is housed in the McColl School of Business.

THE CENTER FOR ETHICS AND RELIGION The mission of the Center for Ethics and Religion is to educate the Queens community and the broader community on ethics and religion through dialogue, paying particular attention to the intersection of those two aspects of our lives. It is housed in the College of Arts and Sciences.

THE CENTER FOR ADVANCEMENT OF FACULTY EXCELLENCE (CAFÉ) The Center for Advancement of Faculty Excellence (CAFÉ) is a resource-rich environment for faculty that focuses on best practices in teaching and learning. It offers technological resources and expert consultation to support diverse teaching strategies, and training in innovative pedagogical techniques, experiential learning, and classroom strategies. CAFE sponsors a variety of professional development programs, training and activities for faculty to help faculty explore and exploit opportunities and resources to enhance learning, research, and other aspects of academic life.

THE CENTER FOR LIFELONG LEARNING The Center for Lifelong Learning provides non-credit continuing education opportunities to the Charlotte community for both personal growth and professional development. The Center for Lifelong Learning is located in Withers House.

THE EXECUTIVE LEADERSHIP INSTITUTE The Executive Leadership Institute of the McColl School of Business provides customized executive education and brings the quality, relevance and expertise of the McColl School to the business community of Charlotte.

Queens' School Executive Leadership Academy (SELA) The School Executive Leadership Academy (SELA), offered through the Executive Leadership Institute, is an innovative partnership of the Cato School of Education, the McColl School of Business, and the Charlotte-Mecklenburg Schools designed to accelerate the flow of qualified leaders for our schools. Admission is by nomination by any North Carolina school district and assessment by the university. Successful participants are eligible for the North Carolina school executive license.

THE PUBLIC EDUCATION RESEARCH INSTITUTE AT QUEENS Through accurate, relevant, and objective research and analysis, the Public Education Research Institute at Queens (PERIQ) is a resource for the community as it seeks to find solutions for today's real-world issues in public education. PERIQ also is a university resource that provides assistance to faculty and students as they conduct primary and secondary research focused on finding best practices that will improve public education.

THE WELLNESS INSTITUTE Housed within the College of Health, the Wellness Institute was established in 2010. Its mission is to promote optimal wellness among members of the Queens community, the people of the region, and beyond. The institute achieves its mission by convening thought leaders, identifying and disseminating best practices, offering health programming, and contributing to health policy development. The institute sponsors interdisciplinary activities that intentionally sustain vital links among the health professions and the arts and sciences.

Additional Centers found under Student Services

THE CENTER FOR ACADEMIC SUCCESS
THE FITNESS CENTER
THE CURRICULUM RESOURCE CENTER
THE HEALTH AND WELLNESS CENTER

Undergraduate Student Life

Queens University of Charlotte realizes that, as important as academic activities are, much of a student's education occurs outside the classroom. Day-to-day living experiences and campus activities are valuable components of a well-rounded education and central to what makes Queens so special. Students learn and grow by becoming active participants in the life of the campus community. This participation can take many forms, including student government, Greek life, our honor code system, residential living, multicultural programming, health & wellness services and our wide array of student organizations and campus traditions.

With over 60 clubs and organizations, four national sororities, two national fraternities, one national historically African-American sorority, three different residential living style options (room, suite and apartment), and over 150 years of traditions to draw from, the out of class experience at Queens can rival that of any institution of its size. Our Student Government Association is well funded and positioned to distribute resources to clubs and organizations for the purpose of engaging students in the traditional undergraduate experience. The Department of Student Life works closely with all branches of SGA to make sure those funds are being utilized in ways to enhance the quality of student life at Queens University of Charlotte. Our students consistently rate their undergraduate experience among one of the most engaging in the country.

To learn more about our Department of Student Life, and the many cherished traditions at Queens University of Charlotte, visit the **Student Life** web site. There you will discover information pertaining to the units comprising our Student Life Department (Student Activities, Residence Life, The Center for Active Citizenship, and Health & Wellness) and up to date information on all the programs, services and activities offered at Queens to complement your academic experience.

Athletics

As an NCAA Division II affiliate, Queens University of Charlotte seeks highly skilled and competitive student athletes and offers athletic opportunities in 18 intercollegiate sports and cheerleading. The women's teams compete in basketball, cross country, golf, lacrosse, soccer, softball, swimming, tennis, track and field and volleyball, while the men field teams in basketball, cross country, golf, lacrosse, soccer, swimming, tennis and track and field. The Royals soccer and lacrosse teams compete at the Queens Sports Complex at Marion Diehl Park, a 65 acre complex featuring a field turf surface, a grass field, a tennis center, a field house and Welcome Center. Basketball and volleyball will compete in the new Levine Center for Health and Wellness slated for a fall 2013 grand opening. For more information about Royals Athletics, please see **Athletics** on the Queens web site.

Honor Associations and Awards

Several organizations have been established at Queens to recognize high achievement, both in scholarship and in campus leadership. Janusian Order is an honorary organization that was established at Queens in 1937. Janusian Order includes students selected from the junior class on the basis of outstanding leadership, citizenship and scholarship exhibited during their sophomore year at Queens. Mortar Board is a national senior honor society. Mortar Board recognizes those students who have demonstrated not only outstanding scholarship but who have made significant contributions as leaders. Student Marshals are students who have achieved academic excellence. Students are selected as Student Marshals each year following fall term on the basis of class rank from a list of eligible degree candidates who are taking a fulltime course load. They serve as ushers in academic processions at official University events. Who's Who Among Students in American Universities and Colleges recognizes noteworthy student leaders on campuses throughout the country and registers them in a national collegiate publication. The students are selected on the basis of scholarship, leadership, citizenship, participation in co-curricular activities and the promise of future contributions to those areas.

IN ACADEMIC DISCIPLINES

- **Alpha Psi Omega** is the largest dramatic honor society in the country and began a chapter at Queens in spring 1994. Membership is based on points accrued by working in either the performing or technical aspects of theater. Work may be done at Queens or in professional community theaters.
- **Beta Beta Beta**, the National Honorary Biological Society, promotes interest in the biological sciences and keeps students aware of new developments in the field. The Tau Tau chapter is affiliated with the N.C. Academy of Sciences. Membership eligibility is based on academic achievement.
- **Beta Gamma Sigma**, an international honor society, recognizes the outstanding academic achievements of students enrolled in collegiate business and management programs accredited by AACSB International – The Association to Advance Collegiate Schools of Business.
- **Lambda Pi Eta**, the national communication honor society, recognizes outstanding students for excellence in communication studies and promotes professional development among students in the Knight School of Communication.
- **Phi Theta Kappa** is the national honor society for associate degree students in all disciplines. This organization recognizes scholastic achievement by the students and promotes leadership, scholarship and academic excellence among its members. Students who meet the academic requirements may apply for induction.
- **Pi Sigma Alpha,** the National Political Science Honor Society, is the only honor society for college students of political science and government in the United States. The goal of this organization is to stimulate scholarship and interest in the subject of government by providing tangible recognition to students who have excelled in the field.
- **Psi Chi** is a national honor society whose purpose is to encourage, stimulate and maintain excellence in scholarship of the individual members in all fields, particularly in psychology, and to advance the science of psychology.
- **Sigma Tau Delta**, the International English Honor Society founded in 1924, recognizes high achievement in the discipline of English, including language, literature, and writing. The Queens chapter, Alpha Pi Kappa, was organized in 2008 to provide cultural stimulation on the campus and promote interest in literature and the English language in the Charlotte-Mecklenburg community. To be eligible for membership, a student must have reached second-semester sophomore status, have a minimum 3.0 GPA overall, and have completed at least two English classes at the 200-level with at least a 3.2 GPA in all English courses.
- **Sigma Theta Tau International,** the Honor Society of Nursing, was founded in 1922. The Mu Psi Chapter-at-Large, co-sponsored by the Presbyterian School of Nursing at Queens, recognizes students who have demonstrated superior academic achievement and leadership potential. Undergraduate students meeting these criteria are invited to be inducted after they have completed at least half the nursing component of the Bachelor's of Science in Nursing program.
- **Tau Upsilon Alpha** is the national honor society for human services whose purposes are to honor academic excellence, to foster lifelong learning, leadership and development and to promote excellence in service to humanity.

AWARDS

In addition to membership in campus honor associations, Queens University of Charlotte recognizes a number of other honors and awards, including the Dean's List, graduation with honors, creative writing awards, various other academic awards, several athletic citations and the Diana Award.

The Algernon Sydney Sullivan Award is presented to those who exemplify high standards of service. Since 1948, the New York Southern Society has granted to Queens University of Charlotte the privilege of bestowing two Algernon Sydney Sullivan awards each year, one to an outstanding graduate and a second to a member of the community. Mr. Sullivan, a distinguished lawyer and the first president of the Society, had such outstanding qualities of moral courage and personal inspiration that the Society created these awards to honor him and to commend others who might exemplify similar qualities.

Student Services

THE CENTER FOR ACADEMIC SUCCESS

The Center for Academic Success provides academic support for students throughout their career at Queens. Services include peer tutoring, review sessions, academic workshops, study skills and learning style assessments, individual academic assistance and guidance as well as referrals to other support programs on campus. **The Writing Center**, housed within The Center, is staffed by faculty and peer tutors. The Writing Center is designed to facilitate student participation in all aspects of the writing process by refining key skills and developing patterns for success as well as writing proficiency. There is no charge for services provided by The Center. The Center is a *CRLA* certified peer tutoring program and is located on the lower level of Dana Building.

INTERNSHIPS AND CAREER PROGRAMS OFFICE

The Internships and Career Programs Office is a comprehensive career center offering a variety of services including individual career counseling, job/internship search and resume writing assistance, campus interviews, workshops, networking events and career fairs. Students are also encouraged to use convenient online services such as the College Central Network for jobs and internships, Optimal Resume & Optimal Interview, and the weekly Jobs List. Private appointments are available. The Internships and Career Programs Office is located in the Blair House.

International Partnerships

In addition to domestic internships for academic credit, Queens University of Charlotte allows students the opportunity to gain real-world work experiences abroad. The Internships & Career Programs Office, in partnership with organizations such as World Endeavors & Academia Latinoamericana Español, can create affordable, professionally immersive opportunities, allowing students to work with local workers in countries and even live with local families. These partner organizations specialize in culturally immersive programs and their goal is to have a direct, positive impact on participants and their host communities by providing the opportunity for life-changing experiences.

HEALTH SERVICES AND COUNSELING

The Student Health and Wellness Center provides medical and mental health services to fulltime traditional undergraduate students enrolled at the University. While most services are free of charge, any costs incurred can be paid at the time of service with cash or check or may be billed to the student's account. Appointments are encouraged but walk-in visits are accommodated when possible. Visits to the Health and Wellness Center are confidential. Medical information is not shared or discussed by phone without specific written consent from the student. The HWC is open Monday through Friday 9am-5pm and is located on Wellesley Avenue next to Barnhardt Hall. (Days and hours may vary during academic breaks.)

Medical Services

In addition to general medical care for acutely ill or injured students, available services include chronic disease management, routine physical or gynecological examinations (fee for service), confidential STI and HIV testing, routine immunizations (fee for service), international travel consultation and immunizations, laboratory testing on-site or through Carolinas Laboratory Network, and referrals to network physicians and care facilities in the Charlotte area. Appointments may be made by calling 704 337-2220.

Counseling Services

Queens has professional counseling services available to students for individual and group counseling and community referrals. Counseling services are provided in the Health & Wellness Center and appointments may be made by calling 704 337-2220. Up to ten sessions per year are available at no charge to each student paying the comprehensive fee. Arrangements can be made for students needing additional sessions. Referrals to off-campus psychologists and psychiatrists may be made by the counseling center staff when necessary. The cost of all off-campus therapy is the responsibility of the individual student. The relationship between student and counselor is professional and is fully confidential within the confines of safety of self and others. The Health & Wellness Center Counseling Services is open weekdays 9am-5pm.

STUDENT DISABILITY SERVICES

The Office of Student Disability Services at Queens University of Charlotte seeks to provide equal opportunity to students with disabilities to ensure equal access to higher education, programs, services, benefits and a welcoming campus environment for those requiring protection. Support services and accommodations are provided through the Office of Student Disability Services, which also advocates for students with disabilities and seeks to empower students to become their own and best advocates. The Office of Student Disability Services serves qualified students with disabilities of all varieties: learning disabilities, ADHD, psychiatric/emotional disabilities, and physical disabilities including vision impairment, hearing impairment, mobility issues and medical disabilities.

In order to access the rights provided through the ADA (amended 2008) and Section 504 of the Rehabilitation Act of 1973, it is the responsibility of a student with a disability to self-identify by registering with the Office of Student Disability Services and by providing current documentation. Reasonable accommodations cannot be granted until documentation is reviewed and the student is deemed a qualified person with a disability. Letters of Accommodation will be provided to the student, listing reasonable accommodations, which are determined on a case-by-case basis. It is also the responsibility of the student to provide the Letter of Accommodation to his/her professors and to advocate for him/herself if these accommodations are not being met satisfactorily. Students requiring auxiliary services (interpreter, alternative text format) need to request this accommodation at least one month in advance so that arrangements can be made in a timely manner.

The Office of Student Disability Services is located in the Center for Academic Success in Dana 014. To inquire about receiving accommodations, please contact:

Director of Student Disability Services
Phone: 704 337-2508
Fax: 704 688-2764

For information visit http://www.queens.edu/Life-on-Campus/Student-Disability-Services.html

THE FITNESS CENTER

The Queens Fitness Center is in transition as the Queens campus prepares for the completion of the Levine Center for Wellness & Recreation. As a result, the Queens Fitness Center has been relocated to a temporary home in the lower level of Belk Residence Hall. This interim location will continue to offer the Queens community extensive cardio and strength training equipment in a convenient, comprehensive and comfortable space. Treadmills, ellipticals, and stationary bicycles, as well as free weights, resistance training and other strength training equipment will be available. The Fitness Center is open and is free to all students, faculty and staff year round.

STUDENT STORE

The **Student Store** sells books, academic supplies, accessories and apparel as well as software and hardware for students. The Student Store is located in the Trexler Student Center.

CHILD CARE OPTIONS

Queens University of Charlotte recognizes that many of our students who attend classes are parents or care givers of children. Queens' policy prohibits students from bringing children to campus, taking them to class or leaving them unattended on Queens' property. Several options are available for childcare services: Through the ***Child Development Center*** at Presbyterian Hospital, students may enroll children in evening childcare from 5:45 – 9:00pm. If you would like additional information on this service, please contact Hayworth College at 704.337.2314. Members of the community may also purchase a ***Queens Service Referral List*** through the Office of Residence Life. This list provides student names, phone, email, transportation arrangements, availability, area(s) of expertise and years of experience of exceptional Queens' students seeking part-time work. Updated lists are available fall, spring, and summer semesters for $25 each. To request a list, send a stamped, self-addressed #10 white envelope along with a check for $25 made payable to Queens University of Charlotte to the following address: Queens University of Charlotte, 1900 Selwyn Avenue, MSC 1403-SRL, Charlotte, NC 28274.

CAMPUS POLICE

Committed to creating an environment in which teaching, research, community life and public service may flourish, the Queens Campus Police Department is dedicated to upholding and enforcing the law and managing risks to ensure the safety of students, faculty, staff and guests at Queens. All Queens' officers are state-certified police officers, who have undergone extensive training and have the same powers as other certified law enforcement officers in the state of North Carolina.

Information Technology Services

Information Technology Services for all users is coordinated by the staff of the Queens IT Services Department, located in the lower level of the Walker Science Building. IT Services manages hardware, software and network services to support the academic and administrative mission of the University. Among services provided are:

Email

All enrolled Queens students receive web-based email accounts that include a personal calendar. Email is the official form of electronic communications to Queens Students. The link to access the student email login page can be found on the myQueens Portal.

MyQueens Online Portal

The university's intranet portal is known as myQueens. Current students can securely access information about university events, administrative offices, student life and academics. There are links to enable students to

- access Email
- access student schedule and academic calendar information
- perform online registration
- request an unofficial transcript
- review course history
- access a grade report and GPA Projection
- make account balance inquiries
- make payments against an account balance, and
- access the online learning portal powered by MOODLE.

Wireless Internet Access

Wireless Internet access is available in most areas of campus including residence halls, Everett Library and Coffee Shop, Morrison Dining Hall, the Trexler Courtyard and Student Center and many other areas. The Queens secure WiFi connection, known as Qu-WiFi is accessed by entering a pass code into the device's WiFi connection settings and then logging into an online web portal using the same username and password used for email and other online services. The university also offers free unsecured guest wireless access for campus visitors. For a complete listing of university Wi-Fi coverage areas and for information on how to connect, current students can refer to the Wi-Fi information posted on the IT Services myQueens site at http://myqueens.queens.edu/depts/itspublic.

Residence Halls

In addition to secure Wi-Fi, all residence hall rooms are equipped so that each occupant has access to a wired data port. Off-campus residential apartments at North Hall are also wired for data access. To make use of the wired data port for Internet access, an Ethernet-ready computer is required.

Print Management

A print management system is in place to help manage and track printing and photocopying in student labs and classrooms. This system was implemented as part of the university's Green initiative to encourage the responsible use of resources. Each semester students are granted a free quota for printing and photocopying. To print beyond the allotted free quota requires students to add funds to their "print balance". Students use their ID cards to release their print jobs at the printing devices.

Classroom and Lab Computing

Computer equipped labs and classrooms are available in several locations throughout campus. Among these are

Dickson Computing Lab

Located in the basement of Walker Science building, this lab is available during extended hours with the use of a card access key.

Everett Library
The Everett Library contains multiple open-use lab areas designated for student research activities. Several Computer workstations are also available in the Coffee Shop on the first floor of the Library. Wired and wireless Internet access is available throughout the Library for student use. Computing resources are available during the Everett Library hours of operation.

Presbyterian School of Nursing Lab (5th Street Campus)
Located on the second floor of the 5th Street nursing campus, this lab is available to nursing students. Hours correspond to those maintained by the School of Nursing at the 5th Street campus.

Mac Teaching Labs
The Mac Lab in Everett Library contains Apple iMac computers featuring the latest Mac operating system and graphic design applications. A network printer is available in the lab. The Dana 110 teaching classroom also contains Apple iMac computers. Both labs offer Mac OSX/ Windows 7 dual boot capability.

Education Discounts
Students are eligible for educational discounts on computer hardware and software from several different vendors including Dell, Apple, Varsity Buys, and others. Details are available on the IT Services myQueens site at http://myqueens.queens.edu/depts/itspublic.

Support Requests
IT Support is provided for all University-owned and managed computer systems. Limited support for wired and wireless connectivity issues is provided as a courtesy in order to help students gain access to university resources. Students are responsible for support of their personally-owned computer hardware and software. For support requests please contact the IT ServicesHelpdesk at (704)-337-2323 or helpdesk@queens.edu

Responsibilities
All users of Queen's electronic resources must abide by the terms of the Queens Acceptable Use Policy (AUP) for Information Technology Systems, the University Copyright Compliance Guidelines and all other university technology polices. These policies are available to current faculty, staff and students on the IT Services myQueens site.

The approval of the IT Services department is required before adding any network equipment (such as routers) that might alter or degrade the University network. All computers connecting to the Queens network must run an approved anti-virus software client with current virus definitions. Microsoft Windows users are required to have automatic Windows Updates configured. Student-owned computers connecting to the university residential or wireless networks are prompted to install a software agent called SafeConnect that checks for the presence of current antivirus software on the student's computer and verifies that security updates are installed before a connection is established Computers that don't meet these basic requirements are shown a web page describing the necessary steps to correct the problem. Failure to correct the problem within a specified period of time may result in the computer being denied access to the Internet until the problem is resolved. These requirements have been established for the protection of the network and its connecting users and are enforced by IT Services.

For more information about Information Technology at Queens University visit the IT Services myQueens site at http://myqueens.queens.edu/depts/itspublic/default.aspx or contact the Help Desk at (704) 337-2323/helpdesk@queens.edu

Everett Library

Everett Library is located at the center of the campus and was built in 1980 through the generosity of Herschel Hill Everett, Chairman of the Board of Trustees from 1952 to 1967, and his wife, Cornelia Nisbett Everett. A new Georgian-style portico was constructed in 2000, thanks to a gift from Mr. John H. Sykes, a member of the Board of Trustees, and named for his wife, Susan W. Sykes.

The library collection is designed to support all programs of the University. More than 104,000 books and bound periodicals are available in open stacks for student use. In addition, the library currently subscribes to over periodicals in print and several thousand full-text periodicals available online through the library's participation in the NC LIVE consortium and other online services. The book collection, which grows at a rate of 2,300 volumes a year, receives additional support from endowments. The library's online catalog and electronic databases are available on and off campus through the University's intranet.

The library offers additional services such as information literacy instruction, academic reserves, interlibrary loan and reference assistance. Alumni, Friends of the Library, Union-PSCE students and ministers of the supporting presbyteries have access to selected library services. Everett Library offers an information technology commons for student and faculty research. Four computing labs are available to students for research and preparing classroom assignments. Five group study rooms offer students opportunities for collaborative learning through group study.

A satellite campus of the Union Theological Seminary and Presbyterian School of Christian Education was established at Queens University of Charlotte in 2001. Everett Library supports these students with over 16,500 books and 56 periodicals. This collection is located on the second floor of the library.

The Rena Harrell Special Collections Room, named for Queens' first librarian, houses Charlotte imprints, books on the history of Mecklenburg County and North Carolina author titles. On the lower level is the Curriculum Resource Center which houses the Cato School of Education's collection of state-adopted textbooks and other materials for classroom use.

Friends of the Library
Everett Library has been enriched by the members of the Friends of the Library organization. Founded in 1971, this 700+ member community group provides year round literary and cultural activities and events. Their gifts to Everett Library provide funds for books, technology and equipment and special projects.

Everett Library Coffee House
The Everett Library Coffee House, opened in the spring of 2010, offers a social and cultural gathering place for the Queens University of Charlotte community.

Student Rights and Responsibilities

It is the responsibility of the student to know and follow these policies as well as other policies in this Catalog and in other University print and online publications.

See also ***Undergraduate Academic Policies*** *and* ***Graduate Academic Policies***

The Honor Code

Queens University of Charlotte is firmly committed to principles of honor and prides itself on the spirit of trust that exists among all of its members. At the very heart of Queens University of Charlotte is the Honor Code. The Honor Code is based on the principle that a spirit of trust should pervade all aspects of student life. Its essence is that any violation of the Honor Code is an offense against the community.

The Honor Code at Queens University of Charlotte is the keystone of the University's belief that its students should act honorably and responsibly in all aspects of life, both on and off campus. The Honor Code incorporates the high principles of honor and integrity in both personal conduct and academic work. The purpose of the Honor Code is to assist in the development of mature women and men who act responsibly at all times and to promote a community based on the principles of responsible citizenship, mutual trust and respect. The Honor Code is binding on all members of the University community and applies to all phases of life at the University.

An effective Honor Code depends upon each student adhering to the spirit and letter of its principles. It demands accountability on the part of each student for his or her actions. Queens' students are responsible for their personal conduct at all times and shall be subject to review, including possible suspension, for behavior that discredits themselves or the University.

As a commitment to this system of honor, students are asked to sign the Honor Code as part of their application for admission. The Honor Code incorporates two different pledges of student conduct: the academic pledge and the community pledge. In addition, it embodies the individual's commitment to developing a community of honor, including taking action against those who violate the Code:

> *As a member of the Queens community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.*
>
> **Academic Pledge:** I pledge truthfulness and absolute honesty in the performance of all academic work.
>
> **Community Pledge:** I pledge to be truthful at all times, to treat others with respect, to respect the property of others and to adhere to University policies.
>
> Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional or inappropriate behavior and academic dishonesty. Two examples of the latter are plagiarism, the use of another's words or ideas without giving credit to the source, and computer misuse, including accessing, transferring, or altering information without authorization.

The Judicial Process

Suspected violations of the academic portion of the Honor Code should be reported to the office of the Associate Provost and Dean of University Programs. Suspected community violations should be reported to the Dean of Students' office. Reported violations of the Honor Code can be adjudicated by the Honor Council or Traditional Undergraduate Judicial Board. Full information on the process is available in the **University Honor Code Booklet.**

Student Complaint Policy

Queens University of Charlotte is committed to providing an educational climate that is conducive to the personal and professional development of each individual. In order to ensure that commitment, the University has developed procedures for students to pursue grievances within the university community, should such action become necessary. A student who has an unresolved disagreement or dissatisfaction with a faculty or staff member, another student, student group or administrator has the right to file a written complaint without prejudicing his or her status with the University.

Definition

A complaint involves a concern, problem or issue other than a disciplinary measure. (The appropriate response to a disciplinary measure which is deemed unfair or excessive, or dissatisfaction with a grade, or progression, probation, or dismissal from a program, is an appeal, not a complaint. Appeals are made through established university procedures.) Complaints may be academic or nonacademic.

An academic complaint may be brought by a student regarding the University's provision of education and academic services affecting his/her role as a student. Academic grievances can include but are not limited to the following types of allegations: discriminatory action toward students within the classroom by a faculty member, e.g., by singling out specific students for either preferential or adverse treatment; failure of a faculty member to follow university policies in the conduct of classes or examinations; or capricious or unreasonable arbitrary actions by a faculty member that adversely affects student performance. The student must have first attempted to resolve the issue by approaching the faculty member, and then the faculty member's dean, before filing a written complaint.

A nonacademic complaint may be brought by a student regarding a disagreement or unresolved dissatisfaction with a faculty or staff member, another student, student group or administrator. Nonacademic grievances can include but are not limited to the following types of allegations: issues regarding sexual harassment, discrimination or an alleged infringement upon the rights or sensibilities of an individual by a university employee, student or student organization. The student must first have attempted to resolve the issue by approaching the person(s) involved, and then the appropriate dean or supervisor, before filing a written complaint.

Disability Discrimination

Any student who believes that a University employee has discriminated against him/her due to a disability should file a grievance with the Manager of Student Disability Services within ten days from the date of the alleged incident. For the complete process and policy information see ***Student Disability Services***.

Process

The student is encouraged to attempt and resolve all grievances at the lowest possible level. The student first discusses the problem or complaint with the person whose decision or action is being contested and then the person's dean or supervisor. If the grievance cannot be resolved at that level the student can submit a formal complaint in writing.

A complaint must be based on a claimed violation of a university rule or policy that has not resolved through ordinary processes. Any student who brings a complaint has the burden of proof and must provide documentation and evidence to support the allegation. A complaint should normally be filed within 10 working days of the incident or incidents. (Note: This policy does not limit the University's right to change rules, policies or practices.) The student should put his or her grievance in writing according to the following guidelines: What is the grievance? Identify it. What are the grounds for the grievance? Explain the basic justification for it based on a claimed violation of a university rule or policy. How would you like to see it resolved? What do you want done?

- For academic grievances (other than disability issues) the student will submit the complaint in writing to the Provost and Vice President for Academic Affairs. The Provost and Vice President for Academic Affairs will ensure that the complaint receives a timely response. The results of complaints appealed to this level are final and may not be further appealed. The Provost and Vice President for Academic Affairs will keep on file a record of each complaint, its nature and resolution.

- For non-academic grievances (other than disability issues), the student will submit the complaints in writing to the Dean of Students. The Dean of Students will ensure that the complaint receives a timely response. A record of each complaint, its nature, and resolution, will be forwarded to the Academic Affairs office. Students should also see the Student Handbook.

Student Disability Services

The Office of Student Disability Services at Queens University of Charlotte seeks to provide equal opportunity to students with disabilities to ensure equal access to higher education, programs, services, benefits and a welcoming campus environment for those requiring protection. Support services and accommodations are provided through the office of Student Disability Services, which also advocates for students with disabilities and seeks to empower students to become their own and best advocates. The Office of Student Disability Services serves qualified students with disabilities of all varieties: learning disabilities, ADHD, psychiatric/emotional disabilities, and physical disabilities including vision impairment, hearing impairment, mobility issues and medical disabilities.

In order to access the rights provided through the ADA (amended 2008) and Section 504 of the Rehabilitation Act of 1973, it is the responsibility of a student with a disability to self-identify by registering with the Office of Student Disability Services and by providing current documentation. Reasonable accommodations cannot be granted until documentation is reviewed and the student is deemed a qualified person with a disability. Letters of Accommodation will be provided to the student, listing reasonable accommodations, which are determined on a case-by-case basis. It is also the responsibility of the student to provide the Letter of Accommodation to his/her professors and to advocate for him/herself if these accommodations are not being met satisfactorily. Students requiring auxiliary services (interpreter, alternative text format) need to request this accommodation at least one month in advance so that arrangements can be made in a timely manner.

The Office of Student Disability Services is located in the Center for Academic Success in Dana 014.
To inquire about receiving accommodations, please contact:
Director of Student Disability Services
Phone: 704 337-2508
Fax: 704 688-2764

For information visit http://www.queens.edu/Life-on-Campus/Student-Disability-Services.html

Appeal and Formal Grievance Procedure for Students with Disabilities

Queens University of Charlotte strives to maintain the highest standards of integrity of upholding the rights of persons with disabilities provided by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (amended 2008). Queens University of Charlotte has adopted an internal appeal and grievance procedure to provide an expeditious and equitable resolution of complaints to students who disagree with provision of accommodations or students/applicants who believe they have been subject to discrimination. Students may file a complaint as described on the Student Disability Services web site. Faculty and/or staff who disagree with accommodations as specified in the letter of accommodation may also follow this procedure. In addition to grievance procedures the Student Disability Services page also provides information about eligibility, rights and responsibilities, requesting accommodations, documentation requirements.

Intellectual Property Policy

Adopted: 2009-2010 / Revised: 2011

I. Purpose of the Policy

Queens University of Charlotte encourages the production of creative and scholarly works known broadly as intellectual property. These works may create rights and interests on behalf of the creator, Queens University of Charlotte, and others. The purpose of this policy is to support research and scholarship and to help administer intellectual property matters and the rights and responsibilities of all involved.

II. Application of the Policy

This policy applies to works created by all classifications of faculty, staff, and students of the university and to non-employees such as consultants and independent contractors who create works on behalf of the university, unless a written agreement exists to the contrary.

Queens does not assert a property interest in materials that result from the creator's pursuit of traditional teaching, research, creative, and scholarly activities. However, in those cases where substantial institutional resources are provided to support the faculty project or teaching, Queens may assert ownership or other property interests; these situations should be addressed through specific agreements with the producers of the works. Queens desires its employees to have ownership in their works to the greatest extent possible without detriment to the university.

III. Definitions

A. Intellectual property includes, but is not limited to, the following, whether or not patentable or register able under statute:

(1) Copyrightable material produced from creative and scholarly activity, such as texts (manuscripts, manuals, books, articles); videos and motion pictures; music (sound recordings, lyrics, scores); images (print, photographs, electronic); art (painting, sculpture, theatrical work, literary work); and computer or electronic software (programs, databases, web pages, courseware); and

(2) Patentable works such as processes, machines, manufactures, compositions of matter, devices, formula, inventions, designs, and software excluded from copyright; and

(3) Trademarked materials, such as words, names, symbols or logos, domain names, trade dress, and slogans or any combination of words, including those adopted by the university to identify itself and to distinguish itself and its sponsorship from others; and

(4) Trade secrets.

B. Faculty refers to full-time and part-time faculty, including adjunct faculty. Staff refers to classified employees, administrative staff, and students who are hired for or assigned specific creative work by the university. Students may be staff members for some purposes and not for others. If they are paid as student assistants, for example, or given grants to do specific research, they are staff. Students receiving general scholarship or stipend funds would not normally be considered staff.

C. Assigned Duty refers to a task or project undertaken as a result of a specific request or direction or as part of expected job responsibilities. Such a task would in most cases include specific instructions, approval of work product, and general oversight. A faculty member's general obligation to teach a class, research a topic, or produce scholarly writing on a subject would not fall into this category. Work produced as an assigned duty of a staff member is considered a work for hire and will be owned by the university. If copyrightable work-for-hire materials are marketed, a staff member will not ordinarily share in the royalties from sales of the work. Faculty may be engaged in work for hire by special agreement.

D. Teaching materials, including online and distance learning materials, created by faculty without substantial use of university resources or special agreement remain the property of the faculty member. If the development of the course materials has made substantial use of university resources and absent a provision in the special agreement, the university and the faculty member will co-own the property rights and both will retain a non-exclusive license to use these materials in educational settings, even if the faculty member leaves the university. Should there be any commercial potential for the materials developed with substantial use of university resources, the faculty member and university shall share in any revenues.

E. Intellectual Property Committee refers to the committee composed of two faculty representatives appointed by Faculty Council and one representative appointed by the Office of Academic Affairs or Office of the President, charged with administering this policy and with resolving disputes over the ownership of intellectual property.

IV. Ownership and Use

In keeping with the view that one of the university's primary benefits to society is the production of original works by its faculty, staff, and students, and in order to best encourage such activity, it is the general policy of Queens that intellectual property shall be the property of the author or creator. Except as set forth below, the creator of intellectual property shall retain his/her rights, and the university shall not assert ownership rights. For students and others who develop creative works collaboratively, ownership will be joint unless the parties have a prior written agreement.

The university may assert ownership rights to intellectual property under the following circumstances:

- Development was funded as part of an externally sponsored research program under an agreement that allocates rights to the university.
- A faculty member or student was assigned, directed, or specifically funded by the university to develop the material, and the university has negotiated an agreement with the creator providing funds, release time, or other agreed-upon consideration.
- Material was developed by staff members in the course of employment duties and constitutes work for hire under U.S. law.
- Development required substantial use of university resources (e.g., facilities, equipment, funding) or more than ordinary use of university resources for that discipline. "Substantial resources" requires use of resources of a degree or nature not routinely made available to all faculty or faculty in that discipline.
- The intellectual property created is more integral to, and reflects more directly on, the identity of Queens University of Charlotte than on the identity of the individual who created it. Examples of this kind of material are alumni bulletins, newsletters, fundraising materials, and any material that prominently uses the trademarks or logos of the university. Queens owns or has a proprietary interest in any trademark, service mark, design, or logo registered or unregistered, that represents or identifies Queens, its programs, or services. Unauthorized use is strictly prohibited. All authorized use inures solely to the benefit of Queens University of Charlotte.

V. Applicability of the Policy

This policy applies to all faculty, staff, students, visiting faculty and researchers, and employees and visitors covered by sponsored program agreements or other contractual agreements. This policy sets forth the rights and obligations of Queens with respect to all intellectual property, including intellectual property created prior to the effectiveness of this policy.

The overriding principle underlying this Intellectual Property Policy is to encourage creativity and inventiveness, so Queens reserves the right to allow some flexibility in applying this policy on a case-by-case basis. Ownership and use of materials developed pursuant to a special agreement between the university and the creator will be governed by the provisions of that agreement.

VI. Administration of the Policy

The administration of this policy shall reside with the Intellectual Property Committee.

VII. Dispute Resolution

Questions about application of this policy may be referred to the Intellectual Property Committee. Should any disputes arise as to the ownership of intellectual property, the parties shall be entitled to appear before the Intellectual Property Committee and to present evidence with respect to the disputed ownership. The committee's written determination shall contain the basis for its decision and recommendation. The university president, on his/her own motion or at the request of any interested party, may review the committee's determination. The president may affirm, modify, or reject any determination of the committee. The decision of the president is final.

University Technology Policies

The Queens University of Charlotte network is provided as a service to students, faculty, staff, and other members of the Queens community. Maintained by the university's Information Technology Services Department (ITS), the Network supports the educational and service mission of the University.
It is the responsibility of everyone (employees and students) who uses the Queens Network to know these guidelines and to act appropriately and responsibly when utilizing these resources. Furthermore, users must keep in mind that networks or systems outside of this University (including those in other countries) may have their own distinctive policies and procedures. Users are advised to learn and abide by the policies and procedures of these external networks.

The approval of the IT Services department is required before adding any network equipment (such as routers) that might alter or degrade the University network. All computers connecting to the Queens network must run up-to-date antivirus software. Windows users are required to have automatic Windows Updates configured. Computers connecting to the university residential or wireless networks are prompted to install a software agent that monitors that antivirus and security updates are installed, up-to-date and running. This is referred to as Safe Connect. Computers that don't meet these basic requirements are shown a web page describing the necessary steps to correct the problem. Failure to correct the problem within a specified period of time may result in the computer being denied access to the Internet until the problem is resolved. These requirements have been established for the protection of the network and its connecting users and are enforced by IT Services.

For more information about the topics above and others, current students can visit the IT Services intranet portal site at http://myqueens.queens.edu/depts/itspublic/default.aspx Others may contact the University Technology Helpdesk at 704-337-2323.

Responsibilities
All users of Queens electronic resources must abide by the terms of the Queens Acceptable Use Policy (AUP) for Information Technology Systems, the University Copyright Compliance Guidelines and all other university technology polices. These policies are available to current faculty, staff and students on the IT Services intranet portal site. After logging in to the intranet the following policies are found under the **POLICIES** tab at the top of the page.

- Acceptable Use Policy
- Anti-Spam Policy
- Campus Downloading Policy
- Computer Labs Policy
- Copyright Compliance Policy
- E-Mail Policy
- Mobile Devices and Media Security Policy
- Password Security Policy
- Peer-to-Peer
- Personal Network Router Policy
- Smartphone Policy
- Wireless Policy

Q-Alert Emergency Notification System

Queens University of Charlotte requires all students, faculty and staff to register for the QAlert emergency notification system each year by September 30th or by the first day of classes in the first term of enrollment. QAlert is an essential tool for communication with the campus community in the case of an emergency, inclement weather or class closures. The system enables you to chose between text, email, phone or all three. Sign up for QAlert to receive the latest information via text, email, phone or all three.

Student Records

Directory Information

The following information on individual students is considered Directory Information and is public: full name, local address, home address, telephone number, email address, place and date of birth, major field of study, dates of attendance at Queens University of Charlotte, class year, degrees, honors and awards received, participation in officially recognized University activities and student organizations. This public information may be released or published without the student's consent. However, it is the policy of Queens University of Charlotte to refuse to release information to private firms or mailing lists.

Directory Hold

Students who do not wish this information made public must inform the Registrar's Office, requesting a "Directory Hold" in writing within 10 days of the start of the term. The Registrar will notify other University offices of such requests. Students should understand that if they withhold directory information, it will not be released to anyone unless the health or safety of an individual is involved. Requests for student data from agencies such as HEW, OEO and research agencies may be honored without prior approval of the student, ordinarily in anonymous form.

Confidential Records

All personally identifiable material on particular students used to make decisions about students or used for transmittal to others outside the University and which is other than public material, as defined above, is considered confidential. Confidential information includes, but is not limited to, the following items: academic evaluations, advising records, disciplinary records, financial aid records, letters of recommendation, medical or health records, clinical counseling records, transcripts, test scores and other academic work.

Official Records

Official records are released only with the written permission of the student. Official records include material on students relating to their status as students held by any office of the University and intended for the use of the University or available to parties outside the University. Official records do not include the following: letters of recommendation for which the student has waived the right of access, public safety records, medical and clinical counseling records, financial records of parents, private records kept by individual faculty or administrators as aids to memory but not intended for transmittal to others.

Access to Official Records

Queens University of Charlotte, in accordance with the Family Educational Rights and Privacy Act of 1974, also known as the Buckley Amendment, permits students to inspect their records whenever appropriate and to challenge specific parts of them as necessary. Each enrolled or former student of Queens University of Charlotte has the right to inspect and review official educational records or files of the University directly relating to that student. (Note: Files on individual students are retained for seven (7) years after the student leaves the University. Only the Queens academic transcript is kept indefinitely.)

Student access to official educational records or files directly relating to the student is provided in the presence of a staff member. The right to access does not extend to applicants, those denied admission, or those admitted who do not enroll. Offices may require that requests for access be submitted in writing and may ask for, but not require, the reason for the request. A copy of a student's transcript and/or other recorded data will be made available to University officials who show legitimate educational needs without written permission of the student. Records will be kept in offices whose functions require such information.

A student is entitled to an explanation of relevant information contained in official records. The student has the right to a hearing to challenge the content of an official record to ensure that it does not contain information which is inaccurate, misleading or in violation of privacy or other rights, and to correct or delete inaccurate, misleading, or inappropriate material. Queens University of Charlotte recognizes that the Family Educational Rights and Privacy Act of 1974, as amended, does not intend to exclude release of information regarding dependent students' academic progress/grades to their parent or guardian if such information is requested. Queens also recognizes the student's right to specify that information regarding academic progress/grades not be released to parent(s)/guardian(s). Written notification must be made to the Registrar.

Record of Immunization Law

Students enrolled in more than four credit hours and who are taking any classes which begin before 4 p.m. Monday through Friday, are required to provide valid documentation of immunizations to be compliant with North Carolina state law. The statute applies to all students except for students residing off-campus and registering for any combination of:

- Off-campus courses
- Evening courses
- Weekend courses
- No more than four day credit hours in on-campus courses

If at any time the above student status changes to: on-campus courses, course load of more than four (4) credit hours, on-campus residence and/or enrollment in day-time courses, a Certificate of Immunization or record of immunization must be presented on or before the date the person first registers for the semester.

The following immunizations are required:

Vaccine Requirements and Number of Doses

Diphtheria, Tetanus and/or Pertussis[1]	Polio [2]	Measles [3]	Mumps [4]	Rubella [5]	Hepatitis B [6]
3	3	2	2	1	3

Nursing Students: All nursing students have specific immunization requirements. For more information consult the Presbyterian School of Nursing.

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[1] DTP (Diphtheria, Tetanus, Pertussis), Td (Tetanus, Diphtheria): One Td booster dose within the last 10 years.

[2] Polio: Students age 18 or older are not required to receive polio vaccine.

[3] Measles: one dose on or after 12 months of age; second at least 30 days later. Two Measles doses if entering college for the first time after July 1, 1994.

[4] Mumps: One dose on or after 12 months of age. Mumps vaccine is not required if any of the following occur: An individual who has been documented by serological testing to have a protective antibody titer against mumps; an individual born prior to 1957; or Enrolled in college or University for the first time before July 1, 1994. An individual entering college or University prior to July 1, 2008 is not required to receive a second dose of mumps vaccine.

[5] Rubella: One dose on or after 12 months of age. Rubella vaccine is not required if any of the following occur: 50 years of age or older; Enrolled in college or University before February 1, 1989 and after their 30th birthday; an individual who has been documented by serological testing to have a protective antibody titer against rubella.

[6] Hepatitis B vaccine is not required if any of the following occur: Born before July 1, 1994.

Class Behavior Policy

In order to foster a positive learning environment, students are expected to behave and participate in class in a civil and respectful manner. A faculty member has the right and responsibility to remove any student from his or her class who, by the student's disruptive, demeaning, or discourteous behavior, impedes the class.

When a student is removed from class, the faculty member will communicate the length of time of removal to that student. The faculty member will at that time notify his or her Dean and the Associate Provost and Dean of University Programs, in writing, that the student has been removed from class, the length of time of the removal, and the reason why.

A student removed for one calendar week or less may not appeal the removal. A student removed for a period of time beyond one calendar week, including up to the balance of the semester, may appeal in writing to the Dean of the class involved within seven calendar days after being removed from class. Should the Dean deem it appropriate, he or she may seek an informal resolution to the matter. Should the Dean not seek an informal resolution, or should such informal resolution fail, the matter will be formally considered by a committee appointed by the Provost and Vice President of Academic Affairs consisting of two faculty members and the Dean. The committee will give a written recommendation to the Provost and Vice President for Academic Affairs, who will make the final decision.

A student may be subject to appropriate grade sanctions for work missed and absences during the time of removal from class. A student removed from class for the remainder of the semester because of his or her behavior will receive a failing grade for the course. A student removed from more than one class because of his or her behavior may also be suspended or expelled from the university.

Student ID Cards

Student ID cards are required for all Queens students. The Service Center on the lower level of Morrison Hall prepares photo ID cards valid for the academic year. ID cards are required to check out books in Everett Library, enter the Dickson Microcomputer Lab after hours, access meal plans in our dining facilities, enter residence halls for residential students, and to use the athletic facilities.

Parking

A parking permit is required to park on Queens properties and is arranged through the Campus Police Department using an online registration site. The registration form must be taken to the Campus Police Office with your vehicle registration to receive your sticker. See the **Campus Police Department** for current parking rules and regulations.

Undergraduate Programs

Queens University of Charlotte offers two different undergraduate programs leading to baccalaureate degrees: the Traditional Undergraduate Program and the Hayworth College Adult Studies Undergraduate Program.

- **The Traditional Undergraduate Program** has degree requirements and services designed for the 18-22 year old student. Most traditional undergraduates live in residence halls and are enrolled full-time. A full range of student life activities and student services are available to students in this program, including the Core Program in the Liberal Arts, International Study Programs, the Honors Program, and athletics programs and Greek life.

- **The Hayworth College Undergraduate Program** has degree requirements and services designed for the adult learner. Most Hayworth undergraduates are employed full-time and enrolled part-time. Hayworth College also admits those persons wishing to take undergraduate courses at the university as a non-degree candidate. Classes meeting Hayworth degree requirements and several majors and minors are scheduled in the evenings for the convenience of students employed during the day.

- Queens also offers the **Associate of Science in Nursing** degree program.

The following information applies to all undergraduates admitted to the Traditional Undergraduate Program and the Hayworth College Program.

DEGREES

All candidates for the baccalaureate degree are required to meet all degree requirements as well as the requirements for a major. Each major leads to either a Bachelor of Arts (BA) degree, a Bachelor of Science (BS) degree, a Bachelor of Music (BM) degree, or a Bachelor of Science in Nursing (BSN) degree.

The BA degree is a liberal arts degree. It provides general knowledge in many fields and emphasizes intellectual skills such as thinking, problem solving, reasoning, and judgment. The primary goal of a liberal arts degree is to develop an educated citizen, the traditional objective of a college education, and to prepare the student for a wide range of career options. A major for the Bachelor of Arts degree shall consist of no fewer than 30 credit hours.

The BS degree is more specialized than the BA, emphasizing mathematics, science, or computer skills. A major for the Bachelor of Science shall consist of no fewer than 32 credit hours. Majors in Biology, Chemistry, and Environmental Science lead to the Bachelor of Science degree. The Biology department also offers a biology major leading to the Bachelor of Arts degree.

The BM and BSN degrees are more specialized. A major in Music Therapy leads to a Bachelor of Music degree, while a major in Nursing leads to a Bachelor of Science in Nursing degree.

3-Year Degree Completion

Queens University of Charlotte offers the highly motivated and self-disciplined full-time student the opportunity to complete a bachelor's degree in three years instead of the traditional four. The interested student should contact his or her academic advisor to determine if all requirements for the major and degree of interest can be completed within 3 years. If so, then with the advisor's approval the student and advisor should then complete a plan of study for the student, listing all degree requirements (major, minor, general education, etc.) to be completed and the specific terms, including summers, in which they should be taken.

MAJORS

A bachelor's degree requires the satisfactory completion of a major. The purpose of a major is twofold: to give the student an opportunity to achieve an appropriate level of mastery in a field of study and to enable the student to acquire knowledge, skills and perspectives which may help to make him or her effective in a career. A student will work with his or her faculty advisor to make a wise choice of a major.

At least 50 percent of the credit hours required for the major must be earned at Queens. In addition, the University requires a minimum grade point average in the major of 2.000 for graduation. Some majors may require a higher minimum GPA.

The following majors are available to all undergraduates in either program-of-entry:

COLLEGE OF ARTS AND SCIENCES

Art Department
- **Art History Major**
- **Arts Leadership and Administration**
- **Interior Design Major**
- **New Media Design Major**
- **Studio Art Major**

Biology Department
- **Biology (BA)**
- **Biology (BS)**

Chemistry Department
- **Biochemistry (BS)**
- **Chemistry (BS)**

Foreign Languages Department
- **Foreign Languages (Dual)**
- **French**
- **Spanish**

English-Drama-Creative Writing Department
- **Drama**
- **English-Creative Writing**
- **English-Literature**

Environmental Science Department
- **Environmental Science**
- **Environmental Studies**

History Department
- **History**

Human and Community Services Department
- **Human Service Studies**

Mathematics Department
- **Mathematics**

Music Department
- **Music**
- **Music Therapy (BM)**

Philosophy-Religion Department
- **Philosophy-Religion**

Political Science Department
- **International Studies**
- **Political Science**

Psychology Department
- **Psychology**

Sociology Department
- **Sociology**

MCCOLL SCHOOL OF BUSINESS
- **Business Administration**

KNIGHT SCHOOL OF COMMUNICATION
- **Communication**

CATO SCHOOL OF EDUCATION
- **Elementary Education**

BLAIR COLLEGE OF HEALTH

PRESBYTERIAN SCHOOL OF NURSING
- **Nursing (BSN)**

Declaration of a Major and Admission to the Major

Each full-time student is required to make application to a major no later than the pre-registration period of the second term of the sophomore year. Typically after the student is admitted to a major a faculty member in the major field will be assigned as the student's academic advisor.

The student must submit a formal application using the process defined by the department or school in which the major resides. Admission to a major is not automatic and prerequisites may be required. Students interested in a major which requires prerequisites *prior* to application should declare intention as early as possible so that an advisor can help select the appropriate prerequisite courses.

When a student is admitted to a major offered by the McColl School of Business, Knight School of Communication, Cato School of Education or Presbyterian School of Nursing, the student will be simultaneously admitted to that School.

Students should be aware that major programs may have additional policies that apply to that major, including admission requirements and retention policies. Students are required to complete all requirements and follow all policies of their major.

Minors

A minor consists of a minimum number of hours and a prescribed program of courses. A minor (or second major) is a graduation requirement only in the Traditional Undergraduate Program.

Only one course may be used to complete both a minor requirement and another graduation requirement. Minors must be approved by the faculty advisor for the student's major. *See also* ***Double Dipping Policy***

Self Designed Minor

A student, in consultation with the faculty advisor and other faculty members, may design his or her own minor. Forms to request a self designed minor are available in the Office of the Registrar. The student must submit the completed form, signed by the faculty advisor and the heads of all schools or departments involved, to the Registrar. The Registrar will obtain final approval from the advisor's Curriculum Committee and will then notify the student.

Elective courses

In consultation with the faculty advisor, a student chooses elective courses to complete the minimum number of hours required for graduation. Electives offer the student the opportunity to augment the major field of study with collateral areas of knowledge or to explore areas or skills quite distinct from the major.

Independent Study/Directed Reading

The Independent Study or Directed Reading offers motivated students an opportunity to work with a faculty member on a specialized academic project in the major. Students should be in the junior or senior year, have completed all necessary prerequisites, and be in good academic standing to apply. An Independent Study/Directed Reading must be approved by the faculty member who has agreed to supervise the work, his/her department chair and dean. Students requesting Independent Study/Directed Reading must complete appropriate approval documentation, available from the Registrar's Office, during the registration period. Course credit hours and prerequisites may vary – see the Catalog course descriptions.

Independent Coursework

A student is expected to take requirements when they are normally offered. Normally a student who has failed to take a course as scheduled will be expected to wait until it is offered again. In extraordinary circumstances a student may petition the university to offer a requirement for a single student. Approval of the faculty member, his/her department chair if applicable, and dean are required. The student will be expected to work independently following the course syllabus and meet as required by the supervising faculty member. A student who wishes to request that a requirement be offered as Independent Coursework must complete the appropriate approval form, available from the Registrar's Office, including all required signatures, and register for the approved special section during the registration period.

OTHER EDUCATIONAL OPPORTUNITIES

Teacher Education

A student may earn a teaching license at the elementary or secondary level as part of the baccalaureate program of study. Students must apply to the Cato School of Education for admission by the end of the sophomore year. For more information, *see the* ***Cato School of Education***. A student who has already earned a bachelor's degree and wishes to become licensed at the elementary or secondary level may pursue licensure through the Cato School of Education's post baccalaureate teacher licensure program. *See* ***Graduate Programs – Cato School of Education***

Admission of Undergraduates to Graduate Study

Seniors at the university with a cumulative grade point average of 3.5 or better may seek approval to enroll in a graduate course at Queens. Written approval by the department or school offering the course is required prior to registration. Approval is not automatic.

A full-time student who is approved to take a graduate course should take no more than 18 credit hours in any semester which includes a graduate course. A part-time student should take no more than 6 credit hours in any semester which includes a graduate course. All students will be charged the graduate program rate.

These graduate credit hours may be counted toward the credit hours required for the baccalaureate degree, and toward the residency requirement (6 hours max). The student who is subsequently admitted to a graduate program may request that these credit hours be included as part of the graduate program.

Summer Study

The University offers a summer semester. Summer classes may be offered in the day, in the evening, on the weekend or online.

Charlotte Area Educational Consortium

Full-time degree-seeking undergraduates paying the University's comprehensive fee may register on a space-available basis with no additional charge for a course at any of the 24 institutions in the Charlotte Area Educational Consortium. A student interested in the consortium should contact the Registrar's Office.

Consortium members include: Belmont Abbey College, Cabarrus College of Health Sciences, Carolinas College of Health Sciences, Catawba College, Catawba Valley Community College, Central Piedmont Community College, Cleveland Community College, Davidson College, Gardner-Webb University, Gaston College, Gordon-Conwell Theological Seminary, Johnson C. Smith University, Lenoir-Rhyne University, Livingstone College, Mitchell Community College, Pfeiffer University, Queens University of Charlotte, South Piedmont Community College, Stanly Community College, University of North Carolina at Charlotte, University of South Carolina at Lancaster, Wingate University, Winthrop University, York Technical College

The Traditional Undergraduate Program

The Traditional Undergraduate Program offers curriculum and services designed for the 18-22 year old student. Most traditional undergraduates live in residence halls and are enrolled full-time. A full range of student life activities and student services are available to students in this program, including the Core Program in the Liberal Arts, the Center for International Education, the internship program, the Honors Program, and Pre-Professional Programs.

Admission

*Non-traditional age prospective students (age 23 or older) are served by **the Hayworth College Program**.*

Graduating high school seniors and transfers students under the age of 23 seeking an undergraduate degree should apply to the Traditional Undergraduate Program through the Undergraduate Office of Admissions.

High School Preparation

Students considering application to Queens should follow a college-preparatory program in an accredited or approved high school. Four units of English, three units of Mathematics, two units of History/Social Studies, two units of science, which must include one laboratory science and two units of a foreign language are recommended basic preparation.

Freshmen Admission

All prospective students apply for admission to the Traditional Undergraduate Program through the Undergraduate Office of Admissions. Admission is initially offered to the College of Arts and Sciences. By the end of their sophomore year, students will apply for admission to a major within the College of Arts and Sciences, McColl School of Business, Knight School of Communication, Cato School of Education or Blair College of Health, which houses the Presbyterian School of Nursing

Application

Application forms may be obtained from the Undergraduate Office of Admissions or by calling 800-849-0202. Applications submitted in hard copy should be accompanied by a $40 non-refundable application fee. There is no application fee if a student applies online.

To be considered for admission, candidates must provide a completed application for admission, official high school transcript and official standardized test scores from the College Board and/or the ACT. The admissions office reserves the right to request additional information in the form of essays, letters of recommendation or personal interviews in order to better understand an applicant's goals and match for the university.

In evaluating an application, the Admissions Committee considers the applicant's high school record, with special emphasis placed on the quality and amount of college preparatory work; recommendations from the secondary school; scores from the Scholastic Assessment Test (SAT) or The American College Testing Program (ACT); the student's own stated objectives; and community service or co-curricular activities.

SAT and advanced placement test applications and information about testing dates may be obtained from secondary school counselors or from The College Board, Suite 250, 2970 Clairmont Road, Atlanta, GA 30329-1639. The College Board's Web site is www.collegeboard.com. The College Entrance Examination Board (CEEB) code number for Queens University of Charlotte is 5560. ACT applications and information about testing dates may also be obtained from secondary school counselors or from ACT Records, P.O. Box 451, Iowa City, Iowa 52240. The ACT code number for Queens University of Charlotte is 3148. The ACT Web site is www.act.org.

Admission Deadlines
The university operates within three admissions decision plans: Early Action (non-binding), Regular Decision and then on Rolling Admissions plan, depending upon space availability.

Early Action Admissions Plan (non-binding) — Students who apply by the November 1 Early Action application deadline and complete their application by submitting all requested information, receive an admissions response to their application, no later than December 1. These students do not have to commit to the university until the National Candidates Reply Date of May 1. Students are considered for all financial aid programs and the competition for admission is the same as in the Regular Decision Application Plan.

Early Action Application Deadline: ....November 1
Decision Notification: (no later than)...........December 1
Decision Deadline:.....................................May 1

Regular Decision Admissions Plan – Students who apply by the Regular Decision application deadline and complete their application by submitting all requested information, receive an admissions response no later than March 1. These students do not have to commit to the university until the National Candidates Reply Date of May 1. Students are considered for all financial aid programs and the competition for admission is the same as in Early Action Admissions Plan.

Regular Decision Application Deadline:.......February 1
Decision Notification:(no later than).............March 1
Decision Deadline:.....................................May 1

Rolling Admissions Plan – The university will continue to accept applications for admission depending upon space availability after the February 1 Regular Decision application deadline. Once an application is completed, the student can expect to receive a notification within 48 hours from that completion date.

Rolling Admissions Plan (After February 1 Regular Decision Application Deadline)
Decision Notification: (within 48 hours from the date of completion)
Decision Deadline: (Enrollment deposits will continue to be accepted until the class is full)

Students who are accepted to the university are requested to notify the Office of Admissions of their decision to attend as soon as their plans are firm or by May 1. Students reserve their place in the incoming class by sending an enrollment deposit of $300 and submitting the Statement of Intent. This deposit is applied toward tuition for the applicable term and is refundable until May 1.

Alumni Admissions Representatives
Local alumni representatives are available to talk with prospective students in a number of cities throughout the country. Their names and addresses may be obtained from the Undergraduate Office of Admissions.

Campus visits
Prospective students and their families are encouraged to visit Queens. They are welcome at any time, but will find visits more beneficial if they are scheduled when the university is in session. The Undergraduate Office of Admissions is open from 8:30am-5pm on weekdays throughout the year and on selected Saturdays each month. Each year a series of visitation days are scheduled for prospective students and parents. Interested students should visit www.queens.edu for more information.

Transfers
Queens welcomes transfer students from other regionally accredited colleges and universities. They may apply for admission for fall, spring or summer term. Applicants must provide an official transcript from each high school they have attended and they must forward official transcripts from each college they have attended to the Queens University of Charlotte Undergraduate Office of Admissions. Transfer

applicants must also submit a Statement of Good Standing form from the Dean of Students at the last college or university in which they were enrolled.

Priority Transfer Application Deadline for fall semester:................July 1
Priority Transfer Application Deadline for spring semester: ....November 1

If a student is transferring to Queens with fewer than 24 transferable credit hours, they must provide an official copy of their SAT or ACT scores. Transfer students are expected to have followed the recommended high school curriculum and to have maintained a minimum 2.000 average on a 4.000 scale in previous college work. For liberal arts and sciences courses completed at other accredited institutions, credit usually will be transferred if the grade earned is C or better. Courses transferred from two-year institutions are classified as either 100- or 200- level courses. Queens University of Charlotte participates in the comprehensive articulation agreement between the University of North Carolina and the North Carolina Community College System.

International Student Admission

International students applying to the traditional undergraduate program must provide the following information to be considered for admission:

Transcripts: Secondary school transcripts in a language other than English are to be translated into English by an official at the school issuing the transcript, or by a certified translator. If transferring credit from a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES) www.wes.org.

Standardized Test Score: It is recommended that international students take the SAT or ACT. Queens accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in place of the SAT. A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.0 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program www.els.com.

Certificate of Finances: A certified financial statement indicating the amount of funds available for their education in the United States.

Personal Essay explaining why a student would like to attend Queens and to verify their ability to write and communicate in the English language.

Letter of Recommendation from a past teacher or counselor that speaks on the students study skills and ability in a classroom setting.

Application deadlines for international students are July 1 for fall enrollment and November 1 for spring enrollment. To indicate their intent to enroll, international students who have been accepted to the University are asked to send a non-refundable enrollment deposit of $1,000.

Full acceptance into the University is required before an I-20 may be issued. International undergraduate students must be enrolled in at least 12 credits in order to be eligible for an F-1 student VISA.

Non-Traditional Age Students

Non-traditional age students (age 23 and older) interested in earning their degree or taking selected courses in non-degree status should see the **Hayworth College** section of this Catalog.

Non-Degree students

Traditional age students (ages 18-22) who are not seeking a degree, but who wish to enroll for credit may apply for admission as non-degree students. A non-degree student who wishes to become a degree candidate must apply through the Undergraduate Office of Admissions. They must supply a transcript from all previous institutions in which they were enrolled. *See* ***Undergraduate Policies*** for policies on non-degree student enrollment.

Visiting students

Regularly enrolled students in good standing at other colleges and universities may apply as visiting (transient) students at Queens. Generally, a visiting student is admitted for only one term; however, visiting students may re-apply for additional terms. Application materials may be obtained from the Undergraduate Office of Admissions. Students must have an official from the parent institution submit a letter stating that the student is enrolled in the institution, is in good standing, and has permission to enroll in courses at Queens to be transferred back to the parent institution.

Accelerated Admissions

Students with superior academic records may apply for admission during their junior year in high school. They must submit transcripts, recommendations and SAT scores or ACT scores and schedule an interview with an admissions counselor. In some states, local school authorities will grant a high school diploma after a year of college work; any such agreement is the responsibility of the student and the local authorities. A student also may obtain a high school equivalency certificate by examination. For students who have made plans for graduate school or professional study, accelerated admissions is one way of shortening the time before they can begin their careers.

High School Dual Enrollment

Any student who is a junior or a senior in a Charlotte-Mecklenburg area secondary school may enroll for courses at Queens during any term when recommended by the secondary school. Credit earned under the dual-enrollment program may be used at Queens or another institution as college credit when the student enrolls as a degree candidate. A high school student who wishes to dual enroll must apply through the Undergraduate Office of Admissions.

Home Schooled Students

Students who have followed a home school curriculum must follow all guidelines for freshmen admission. Evidence that the home school program is registered with the home state is also required. Particular consideration will be given to co-curricular involvement, test scores and any writing samples the student may wish to share.

Medical History

All applicants who accept the University's offer of admission must submit a complete medical History, including a physician's certified record of immunizations prior to the start of classes. Medical forms can be obtained on the Web site at http://www.queens.edu/Admissions-and-Financial-Aid/Undergraduate-Admissions.html

Readmission

A student who has withdrawn in good academic standing and who wishes to return to Queens may apply for readmission by submitting aReadmit Application to the Undergraduate Office of Admissions. If the student has taken classes at another institution, the student should provide a Statement of Good Standing from the Dean of Students' office. In addition, original transcripts of any work attempted at other institutions must be sent to the Office of Admissions. *See* ***Transfer Credit Policies***

A student who wishes to be admitted following dismissal from the University must apply through the Readmission Committee of the Undergraduate Office of Admissions. A student who has medically withdrawn from the University must provide a letter from their attending physician describing the medical condition and providing clearance for the student to return to Queens.

All readmission applicants must supply a personal statement to the Office of Admissions clearly outlining the reasons why the wish to re-enroll and how they plan to contribute in a valuable manner to the Queens community.

The Traditional Undergraduate Program Degree Requirements

Queens University of Charlotte offers programs of study leading to the Bachelor of Arts, Bachelor of Music, Bachelor of Science and Bachelor of Science in Nursing degrees. While these programs differ from each other in significant ways, each is rooted in the tradition of the liberal arts, and each provides students with an integrated and coherent program of study including the skills, competencies and knowledge necessary for a meaningful and successful life. Accordingly, in order to earn a baccalaureate degree a student must meet the following requirements:

Minimum Hours for the degree
Students in the Traditional Undergraduate Program must earn a minimum of 122 hours for a baccalaureate degree.

Generally no more than 60 academic credit hours transferred from two year institutions may be applied to the minimum 122 hours required for graduation. However, transfer students holding an associate degree from the North Carolina Community College system may transfer up to 64 credit hours.

No more than four credit hours in physical education may be applied towards the 122 hours required for graduation.

General Education Requirements
Students are required to satisfactorily complete all General Education requirements described below.

Major Requirement
Students are required to satisfactorily complete all requirements for a major with a minimum cumulative grade point average of 2.000 in all work in the major. The major GPA is calculated using the grades of all courses specifically required for the major including any required electives. Where the major allows a student to choose from a group of courses and the student takes more than the minimum required, the course(s) in that group with the highest grade will be used in the calculation.

Minor Requirement
Students are required to complete all requirements for a minor, or a second major, with a minimum cumulative grade point average of 2.000 in all work in the minor.

Upper Level Hours Requirement
Students are required to earn at least 36 credit hours at the 300 level or above.

Minimum Cumulative Grade Point Average
Students are required to have a minimum cumulative grade point average of 2.000 in all work at Queens.

Last 30 Hours
Students must complete the last 30 hours at Queens or in a Queens approved program.

Honor Code
Students must be in good standing with the Honor Code at the time the degree is awarded.

Residency Requirements
Every student earning a first baccalaureate degree must complete at least 45 credit hours of the degree at Queens University of Charlotte. However, the residency is reduced for second degree candidates and students in the RN-to-BSN program.

RN-to-BSN Candidates
RN-to-BSN candidates must complete at Queens at least 36 of the 122 credit hours required for graduation.

Second Degree Candidates

Degree candidates who already hold an undergraduate baccalaureate degree from an accredited institution must complete at Queens at least 31 of the 122 credit hours required for graduation. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Residency for Graduation with Honors

Students must complete at least 60 hours at Queens to be eligible for graduation with honors.

Convocation Requirement

Students must attend all Convocations held annually.

Assessment Requirement

Students are required to participate in a program of evaluation and assessment administered by the University to assess the effectiveness of a Queens education.

General Education Requirements

Core Program in the Liberal Arts

The Queens Core Program is a three-year interdisciplinary and interactive common experience organized developmentally and devoted to helping students examine the nature and direction of their lives. Its mission is to engage all traditional undergraduates in a shared experience of thinking critically about perennial human concerns and their diverse cultural and historical expressions, thereby educating students so that they may lead noble lives, pursue productive careers, and become responsibly active citizens in a global context. It relies especially on the opportunities for experiential learning afforded by Queens' location in a large city.

All full-time students in the traditional undergraduate program must successfully complete the four courses in the Core program in the liberal arts: Core 112, 122, 222 and 412.

Freshmen

Students who enter Queens as freshmen take Core 112 in the fall semester and Core 122 in the spring semester. Sophomores take Core 222 in either the fall or the spring semester. There are no Core program courses in the third, or junior, year. Seniors take Core 412 in either the fall or spring semester. The Core courses should be taken in sequence and must always be taken for a letter grade.

Transfer Students

When a student transfers to Queens the Registrar determines the student's class status. Full-time students are required to begin the Core Program sequence at the point appropriate for their class status. The Registrar will also determine whether the student has transferred acceptable substitutes for any Core requirements. Students who lack acceptable substitutes may either take the Core Program course(s) lacking, or the appropriate course substitution(s).
(See ***Core Program Regulations***)

Part-Time Students

Part-time students are encouraged but not required to participate in the Core program. Should part-time students elect not to complete the courses in the Core sequence, they must complete approved Core program substitutions. (See ***Core Program – Substitutions***) A student whose status changes from part-time to full-time must begin the Core Program sequence at the point appropriate to his or her class status at that time.

Writing Proficiency Requirement

A student must successfully complete ENGL 110 and ENGL 120 in order to graduate.

Writing-Intensive Course Requirement

All students must successfully complete one writing-intensive course in their major. Where several courses have been identified, students must take one, but may take others if they desire.

Mathematics Proficiency Requirement

Upon entry into the traditional undergraduate program all students will be required to take a Mathematics placement test. On the basis of the placement test results and their previous academic record, students will be placed in one of the following three categories:

Category one:	Not required to take Mathematics courses as a general University requirement; if student does take a Mathematics course, placement is MATH 121 or above.
Category two:	Required to successfully complete MATH 104 or above.
Category three:	Required to successfully complete MATH 104 or above. Completion of MATH 099 is suggested before enrolling in another Mathematics course.

Foreign Language Proficiency Requirement

All students whose native language is English must demonstrate competency in a foreign language through the 102 level in order to earn the bachelor's degree. Competency may be demonstrated through a placement examination administered by the foreign language department or by successfully completing a three-hour course in that language at the 102 level or above.

Natural Science Requirement

All students must successfully complete at least one laboratory-science course carrying a minimum of four credit hours. Courses that satisfy this requirement are BIOL 100, 208, 209, ENVR 101, CHEM 101/101L, CHEM 111, CHEM 102/102L, ENVR 102, ENVR 201 and PHYS 101. BIOL 120, 211 or 212 will fulfill the natural science requirement for Nursing and Music Therapy majors only.

Cultural Arts and Appreciation Requirement

All students must successfully complete three credit hours in cultural arts selected from a list of either performance/studio or appreciation courses in art, music, literature, drama and dance. Courses designated as fulfilling the cultural arts and appreciation requirement will be indicated in each semester's course schedule. The hours may be taken within the student's minor but not within the student's major. A student should check with the academic advisor about courses that meet this requirement.

Liberal Arts Elective Requirement

All students must successfully complete an additional 3 credit hour elective course in the liberal arts. This credit may not be applied to the major.

Physical Education Requirement

A student must complete two physical education courses, each carrying one credit hour. The required two hours should be completed by the end of sophomore year. Participation in varsity sports does not satisfy the physical education graduation requirement. Non-swimmers are encouraged to take PHED 151 Beginning Swimming in the fall semester of freshman year. All students are encouraged to take additional courses beyond those which are required. All physical education courses are graded on a Pass/No Record basis. A student may enroll in any number of physical education courses, but only four credits may be counted toward the 122 hours required for a bachelor's degree.

The Dean of the College of Arts and Sciences may exempt a student from the physical education requirement for medical or other appropriate reasons. Such requests should be submitted in writing, normally with a supporting recommendation from a physician or the chair of the physical education department. A student exempted from the physical education requirement must still earn 122 semester hours in order to graduate.

Minor Requirement

An undergraduate program of study must include a minor. However, students who complete a second major will not be required to complete a minor. A minor consists of a minimum number of hours and a prescribed program of courses. There are three different types of minors: Departmental, Multi-Disciplinary/Interdisciplinary, and Restricted. Some majors specify the minor that students in that major must complete. If a major does not specify a particular minor, a minor from a different area than the major must be selected. Minors must be approved by the faculty advisor for the student's major. Only one course may be used to complete both a minor requirement and another graduation requirement. *See also* ***Double Dipping Policy*** *and* ***List of Minors***

Internship Requirement

All full-time students are required to participate in a two credit-hour preparation course (INTE 297) and four credit hour internship experience (INTE 498 and INTE 499) before graduation. Students are encouraged to complete their internship experiences with external organizations. However, if a student wishes to complete an internship at queens, they may request approval from the Internships & Career Programs office. Students with 36 hours or more of transfer credit and students majoring in music therapy, elementary education or nursing are exempt from this requirement but are still eligible for internship credit, if desired. No more than 12 hours of internship credit (including 2 INTE 297) shall be counted towards the 122 hours required for a bachelor's degree.
See also ***About The Internship Program***.

Core Program Regulations

When a student transfers to Queens as a full-time student, the Registrar will determine the student's class status. The student will then begin the Core Program sequence at the point appropriate for that status. In addition, however, the Registrar will determine whether or not the incoming student's transcript includes sufficient courses as measured by the list of substitutes for the Core Program courses not taken. Students who lack sufficient substitutes may either take the Core Program courses lacking or make up the past deficiencies with appropriate substitute courses.

Part-time, degree-seeking students who have not previously earned a baccalaureate degree are encouraged but not required to participate in the program. If part-time students elect not to complete the courses in the Core sequence, they must complete approved Core Program Substitutions in order to receive a bachelor's degree. Students who change from part-time to full-time must begin the Core Program sequence at the point appropriate to class status at that time.

Substitutions for Core Courses for Transfer Students

Based on the Registrar's evaluation of any transferred credits, a transfer student who cannot complete the Core program may be allowed to substitute other courses. Also, if a student fails a 100 or 200 level Core course or is unable to complete a Core course for sound reasons beyond the student's control, the student normally has the option of taking the course over or taking appropriate substitutes. There are no substitutions for CORE 412. The listing of Core program substitutions for 100- or 200-level Core courses follows:

CORE 100 Courses: 3 Courses (9-10 semester hours), one each from three areas:

Area One:	one survey course in western or world civilization, art or literature; or an introductory religion or philosophy course.
Area Two:	one survey course from the following: sociology, anthropology, macroeconomics, American history or American political science.
Area Three:	one course dealing with critical thinking, e.g., laboratory science, mathematics, economics, research methods, or logic.

If a student has NO course in any of the areas listed, the student would complete three courses (one from each area) or CORE 112 and 122 OR a combination of CORE 122 and one substitute depending on the total number of credit hours transferred.

If a student has completed ONE course from one of the areas, the student would complete two additional courses (one from each of the remaining areas) OR would complete CORE 122 depending on the total number of credit hours transferred.

If a student has completed TWO courses from two areas, the student would complete one additional course from the remaining area OR take CORE 122.

Examples of Queens Courses (but not limited to the following):

Area One:	ART 215, ENGL 300, HIST 201, HIST 202, PHIL 203, RELG 205, RELG 206.
Area Two:	SOCI 203, PSYC 303, ECON 203, POLS 101, POLS 201, HIST 203, HIST 204.
Area Three:	BIOL 100, CHEM 101, ENVR 101, ENVR 102, PHYS 101, PHIL 204, MATH 104, MATH 106, HIST 299, PSYC 201L with PSYC 201, ENGL 207, ECON 204.

CORE 222: One course (3 semester hours), which is "international" in scope, e.g., World Religion, Anthropology, Macroeconomics, world-focused Political Science or History or equivalents to Queens' offerings in the International Studies major. A student takes CORE 222 OR one of the course substitutes listed depending on the total number of credit hours transferred.

Examples of Queens Courses (but not limited to the following): RELG 210, ANTH 201, ECON 203, POLS 250, POLS 299, POLS 270, HIST 307. See International Studies Major.

CORE 412 There are no substitutions for CORE 412.

About The Internship Program

Queens University of Charlotte places special emphasis on internships. An internship is a planned and supervised out-of-class work experience where a student uses the skills, knowledge, and theories developed in the classroom setting in a real-world professional work environment. Queens University of Charlotte pays special attention to the integration of the work experience in order to form a strong connection between theory and practice, study and work and academics and experience.

Typically during the sophomore year, prior to the internship experience, students complete a preparation course, INTE 297 The World of Work, which prepares the students for their internships. After successful completion of INTE 297, students seek out internships in coordination with the Manager of Internships.

Students are encouraged to complete their internship experiences with external organizations. However, if a student wishes to complete an internship at Queens, they may request approval from the Internships & Career Programs office. An on-campus internship may be approved for either INTE 498 or 499, but not both.

To receive academic credit for an internship, the student must enroll in INTE 498 or 499 and also submit an internship contract to the Manager of Internships.

- Students majoring in education, music therapy and nursing will fulfill the internship requirement (INTE 297, INTE 498 and INTE 499) through practicum experiences in their major.
- A Professional Golf Management internship may fulfill the internship requirement if the student first registers for INTE 498 or 499 and also submits an internship contract to the Manager of Internships.
- Participation in a 4 credit hour international internship will also satisfy the internship requirement.

INTE 297 is a graded course, while INTE 498 and 499 are taken on a Pass-Fail basis. INTE 497 allows students to gain 1-6 credit hours of additional internship experience beyond the INTE 498 and INTE 499 courses. INTE 497 is graded Pass-Fail.

Programs for Academic Enrichment

The Honors Program

The Queens Honors Program provides a high degree of freedom for academically talented and motivated students. It is open to all students regardless of the major program of study and provides qualified students with an opportunity to work at an advanced level on topics of interest in seminars and in individually guided studies with faculty, leading ultimately to an Honors Thesis or Project completed under the direction of a faculty member.

The work in honors courses is designed to challenge gifted students and help them improve their critical thinking skills, their research methods, and their ability to argue a claim persuasively. This enriching experience is also excellent preparation for further study at the graduate level. The Honors experience begins with interdisciplinary seminars in the freshman and sophomore years, followed by a group seminar/workshop on planning an honors project and then by the Honors project itself. Usually begun in the junior year, the Honors project is an opportunity for students to pursue a question or topic more deeply than otherwise possible in a normal four year curriculum. The topic may be in the student's major area or in some other area of special interest. Each Honors student chooses a faculty mentor to venture beyond the confines of a standardized curriculum.

The final step is for the Honors student to share what was learned by giving back to a community (campus, civic or academic), and is often the most rewarding element of the program. This could involve publishing work in a peer-reviewed journal, presenting at a regional or national conference, displaying works of art in a gallery show, or reading poetry in a campus or Charlotte venue. Upon completion of the Honors Program requirements, the words "With Honors" are added to the diploma.

Admission to the Honors Program

A limited number of incoming students are invited each year to experience honors level work by enrolling in HONR 110 – History's Mysteries. Any student who has a minimum cumulative GPA of 3.25 after any semester, including the first, can join the Honors Program by simply enrolling in one of the Honors Seminars (HONR 210, HONR 220). To remain in the program, students must maintain a cumulative GPA of 3.25 for courses taken at Queens. Students with grades of Incomplete and transfer students in their first semester at Queens are ineligible to participate in honors classes unless granted special permission from their advisor and the Honors Director.

Retention in the Honors Program

A student in the Honors Program must be enrolled for a minimum of 12 hours and maintain a cumulative grade point average of 3.25 or higher. If a student drops below the required cumulative 3.25 GPA after registering for an Honors course, the Registrar will drop the student from the Honors course at the beginning of the term.

Requirements

The requirements for completion of the Honors Program and graduation with honors thesis are:

Completion of any three (3) honors seminars (a total of 9 credit hours) chosen from
HONR 110 Freshman Honors Seminar,
HONR 210 Honors Seminar,
HONR 220 Honors Conversations
Plus
HONR 310 Intro to Honors Project (2 credit hours)
HONR 320 Honors Project (2 credit hours)
HONR 410 Honors Project (2 credit hours)
HONR 420 Honors Service (1 credit hour)

The John Belk International Program

The John Belk International Program, administered by **The Center for International Education**, offers students the chance to broaden their global perspective, experience another culture and discover another part of the world. All full-time students in the traditional undergraduate program who are in good standing with the University, have a minimum cumulative GPA of 2.000 and have third-year status are eligible to participate in the John Belk International Program. The Belk Program covers the major expenses for most program options. Most students opt to take part in a faculty-led short term program, a Language and Cultural Immersion program, an international internship or semester/year long program. .

Each year, rising juniors select the program that best fits their interests and academic needs or begin the application process for the special, more competitive programs. Students normally participate following completion of the spring semester of their junior year.

Other Study Abroad

Requirements and Qualifications for JBIP Programs

At the time of application all applicants must:

- be sophomores in no less than their fourth regular semester of University study;
- have a minimum of 52 earned hours at the beginning of the Fall Term or a minimum of 65 earned hours by the end of the Fall Term;
- have a minimum cumulative GPA of 2.000;
- be in good standing with the University.

In order to participate in the Belk Program all applicants must also:

- maintain a minimum cumulative GPA of 2.000 through the term during which they are enrolled in the JBIP 210 "Study Tour Preparation" course;
- successfully complete the semester's work immediately prior to the program, including the required JBIP 210 "Preparation Course" for Study Tours;
- remain in good standing with the Honor Code;
- remain in good financial standing with the University; and
- agree to abide by all University rules and regulations governing the John Belk International Program.

Short Term Faculty Lead Program Policies

Queens' policy is that students in traditional undergraduate programs are not normally eligible to participate in a JBIP Short Term Faculty Lead Programs until the end of their junior year; the only exception is for students who participate in the JBIP study abroad programs or winter short term programs during their junior year or students who participate at their own expense.. Juniors who have been fulltime students in the traditional undergraduate program at Queens for fewer than four semesters at the time of the program may participate fully by paying a prorated supplement. Others — part-time students, Hayworth College students and students who wish to have a JBIP program before they are eligible to do so — may participate at their own expense and on a space-available basis.

Short term program Courses

Students must enroll in JBIP 210 Study Tour Preparation Course (2 credit hours) the semester before their short term program and earn a grade of C- or better. Any student who earns a grade below a C- will not be eligible for the short term program. Students will enroll in JBIP 220 Study Tour (2-3 credit hours) for the semester of their program.

Important JBIP Notes:

- All short term faculty lead programs are planned and arranged by the John Belk International Program Office and led by Queens faculty.
- All short term programs are offered contingent upon sufficient enrollment and have a limited number of places.
- All other offerings — language immersion, semester abroad programs and international internships scholarships — are also overseen by the Belk Program Office.

For more information visit the Center for International Education in McEwen 103 or the John Belk International Program Portal Site.

Pre-Professional Advising Programs

Students who wish to prepare for post-baccalaureate professional education in a number of fields are served at Queens by special faculty advisors and by the faculty in the Internships and Career Programs Office. Students are encouraged to consult the appropriate advisor in planning their course work. Such students should, in combination with an individual major, structure a program of study which is recommended as suitable preparation by the faculties and admissions committees of graduate and professional programs.

Law schools do not require or recommend specific majors. They do advise, however, that students examine a wide variety of subjects and ideas which lead to a broad understanding of the political, economic, social and cultural forces affecting our body of law and the society it orders. They also recommend that students develop the skills of logical reasoning, problem solving and effective written and oral communication. Such areas of knowledge are comprehensively addressed in the Core Program in the Liberal Arts at Queens as well as in individual majors. A **Pre-Law Minor** is housed in the Political Science and International Studies Department. Students interested in preparation for legal studies are encouraged to consult the pre-law advisor. Information concerning the Law School Admissions Test (LSAT) is available at the Internships and Career Programs Office.

Seminaries and divinity schools do not require a specific major, but a background in religion and work experience in religious settings offer helpful preparation for study of the ministry. Study and training in communication, psychology, and sociology provide further foundational skills for range of ministerial professions. A **Pre-Ministry Minor** is housed in the Philosophy and Religion Department. Department faculty will work to facilitate excellent pre-professional internships for interested students. Students interested in preparation for study of the ministry are encouraged to consult the pre-ministry advisor.

Health professions schools generally do not require a specific major but do have prerequisite courses in mathematics, the natural sciences and in some cases the social sciences. Students interested in the four areas of medicine, dentistry, veterinary medicine or other health related professions should complete a sound liberal arts program in any major while making sure that sufficient and appropriate courses that constitute pre-requisites in their area of professional interest are included.

Students who plan to apply to professional programs should consult with the faculty advisor and should check the admissions requirements for each school to which they might apply. Information about required entrance exams for professional or graduate schools such as the MCAT, DAT and GRE is available from the Internships and Career Programs Office.

Recommended courses for students in any major who wish to pursue health professional studies after graduation are listed below. These programs are not intended to meet the minor requirement for graduation, but courses may be selected within a program that will fulfill a specific minor.

PRE-MEDICAL/PRE-DENTAL PROGRAM

BIOL 209 Principles of Biology II
BIOL 402 Genetics
CHEM 111, 111L Chemical Principles I & Lab
CHEM 112, 112L Chemical Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
PHYS 101 General Physics I
PHYS 102 General Physics II
ENVR 220 Data Analysis for Natural Sciences
In addition to the above, the following courses are recommended:
BIOL 307 Introduction to Microbiology
BIOL 400 Cell Biology
BIOL 401 Comparative Physiology
CHEM 403, 403L Biochemistry I and Lab
CHEM 404, 404L Biochemistry II and Lab
MATH 121 Calculus
Total: 36 Hrs.

A pre-medical/pre-dental program of study may contain all of the requirements for the minor **Physical Sciences III:** CHEM 111,111L, CHEM 112,112L, PHYS 101, 102.

PRE-OCCUPATIONAL THERAPY PROGRAM

MATH 106 Introductory Statistics
BIOL 209 Principles of Biology II
BIOL 313 Anatomy & Physiology I
BIOL 314 Anatomy & Physiology II
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
PHYS 101 General Physics
PHYS 102 General Physics
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
Total: 37 Hrs.

A pre-occupational therapy program of study may contain all of the requirements for the minor **Physical Sciences III:** CHEM 111,111L, CHEM 112,112L, PHYS 101, 102.

PRE-PHYSICAL THERAPY PROGRAM

Prerequisites for entry to graduate physical therapy programs vary widely. Students should explore the prerequisites to PT programs that they may apply to as early as possible during their undergraduate studies.

Choose one:
BIOL 307 Introduction to Microbiology
BIOL 402 Genetics
BIOL 403 Developmental Biology
Plus:
MATH 106 Introductory Statistics
BIOL 209 Principles of Biology II
BIOL 313 Anatomy & Physiology I
BIOL 314 Anatomy & Physiology II
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
PHYS 101 General Physics

PHYS 102 General Physics
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
PSYC 320 Developmental Psychology
Total: 44 Hrs.

A pre-physical therapy program of study may contain all of the requirements for the following minors:
Physical Sciences III: CHEM 111,111L, CHEM 112,112L, PHYS 101, 102.
Human Biology: BIOL 209, BIOL 313, BIOL 314, BIOL 402 Genetics.

PRE-VETERINARY MEDICINE PROGRAM
BIOL 209 Principles of Biology II
BIOL 307 Introduction to Microbiology
BIOL 402 Genetics
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
CHEM 401, 401L Biochemistry and Lab or Chemistry 403, 403L Biochemistry I and Lab
MATH 121 Calculus I
ENVR 220 Data Analysis for Natural Sciences
PHYS 101 General Physics
PHYS 102 General Physics
Total: 50 Hrs.
Note: BIOL 400, Cell Biology, and BIOL 401, Comparative Physiology, are strongly recommended.

A pre-veterinary medicine program of study may contain all of the requirements for the minor
Physical Sciences III: CHEM 111,111L, CHEM 112,112L, PHYS 101, 102.

Professional Golf Management (PGM) Program

The Professional Golf Management (PGM) program is a non-credit specialty certification that students may choose in conjunction with any academic major. Simply, the PGM program is a designated series of non-credit classes, seminars and internships allowing students to enter into golf or related career fields. Students wishing to complete the PGM program must successfully pass one non-credit PGM class per semester, attend 4 out of 6 seminars per year and complete 800 hours of internships in golf or related career fields. Typically classes meet once a week for 1-2 hours. These classes are taught by PGA Professionals and meet during afternoon or evening class periods. This PGM specialty certification program does not convey academic credit and does not meet the minor requirement.

The following non-credit PGM classes are taken on a pass/no record basis:

PGM 101 Introduction to Professional Golf Management & History of Golf/Rules
PGM 102 Personal Game & Player Development
PGM 201 Teaching Methodology/The Swing
PGM 202 Tournament Operations/Events & Rules
PGM 301 Golf Operations Management
PGM 302 Marketing & Merchandising
PGM 401 Customer Service & Employee Relations
PGM 402 Golf Management Capstone & Employment Prep

Interested students should contact the PGM Program at pgm@queens.edu for additional information or visit the program's web site.

The Pauline Lewis Hayworth College Undergraduate Program

Admission

Traditional age prospective students (age 22 or younger) should see the section of the Catalog on Admission to the Traditional Undergraduate Program.

Hayworth College for Adult Studies welcomes adult learners who wish to begin college for the first time, complete a first or second bachelor's degree, or just take a particular course. Hayworth College requires that a prospective student provide academic transcripts from all colleges or universities previously attended. A student's academic record will be evaluated based on cumulative high school and or college GPA and a personal statement. Standardized testing scores have been waived for adult student applicants to Hayworth College. Prospective students are encouraged to complete an online application available on the web site.

Campus Visits

Students seeking information about the University are encouraged to visit the campus and the Hayworth Admissions Office. The office is open from 9am-6pm, Monday through Thursday, and 9am-4:30pm on Fridays. Appointments can be made outside of regular office hours by calling 704 337-2314 or email Hayworth@queens.edu. Prospective students are encouraged to make an appointment so that adequate time is provided to cover general admissions procedures.

Application Deadline

While there are no deadlines for application, prospective students should apply for admission as early as possible. The Admissions Office will act on an application as soon as all required information has been received.

Requirements for Admission

To be considered for admission as a degree candidate, prospective students must submit the following:

- one official high school transcript OR official evidence of a high school diploma or the equivalent
- a written statement describing your reasons for attending Queens University of Charlotte
- one official academic transcript(s) from all colleges or universities previously attended
- a completed application form and a $50 application fee
- a medical record may be required if the student will be enrolled as a full-time student .

Admission to Hayworth College does not require SAT scores. Students admitted to Hayworth College are not required to take foreign language or mathematics placement tests. A resume can be provided to demonstrate a minimum of three years work experience if college credit has never been earned or you are entering college for the first time.

International Student Admission

International students must submit a non refundable application fee of $100 to begin the application process. Other supporting documents in a language other than English must be translated into English by an official at the school issuing the transcript or by a certified translator. If transferring credit from a college or university outside the U.S., a course-by-course evaluation from World Education Services is required. Queens accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing Systen (IELTS) in place of SAT.

A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.0 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program.

To indicate their intent to enroll, international students who have been fully admitted to the University through Hayworth College are asked to send a non-refundable tuition deposit of $1,000. International students are also required by the Immigration and Naturalization Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full admittance into the University is required before an I-20 may be issued. International undergraduate students must be enrolled in at least 12 credits in order to be eligible for an F-1 student VISA.

Probational Admission

Students accepted on probation must meet the requirements as outlined in their acceptance letter in order to continue enrollment at Queens.

Conditional Admission

Students who are conditionally admitted to the University must meet the requirements for full acceptance in order to continue taking courses at Queens. Conditionally admitted students are not eligible to receive financial aid until their file is complete and they are fully accepted.

Admission to Pursue a Second Baccalaureate Degree

Students who hold an undergraduate degree, either from Queens or from another accredited institution, may obtain a second baccalaureate degree from Queens, provided the major is different from that of the original degree. Such students must meet all degree requirements stipulated for transfer students except the residency requirement is reduced to 30 semester hours. Queens alumni who wish to add a second major within the same baccalaureate degree may do so by fulfilling the requirements for that major as stipulated in the catalog for the year of re-entry to Queens.

Evaluation of Transferred Credit

The Registrar will evaluate the transcripts of accepted candidates only after all college transcripts have been received and a candidate has been fully accepted. When a student enters Queens with prior academic credit from a regionally accredited institution, the Registrar evaluates those credits for transfer and determines the student's class status. The Registrar's evaluation of transferred credits will also determine whether or not any transferred courses are equivalent to any courses at Queens. For additional information see *Prior Learning Assessment.*

Non-Degree Students

A non-degree student is a student who is admitted to the University without the expectation that he or she will earn a degree. (See Undergraduate Policies for policies on ***non-degree student enrollment.)***

Application

To apply as a non-degree student, the following materials are required:

- evidence of a high school diploma or the equivalent, or proof of most recently awarded degree
- a completed application form and a $50 application fee
- any additional documentation requested by the admissions office.

Transient Students

Degree candidates at another college or University taking courses at Queens by special arrangement, with the intention of transferring those courses back to their home school are considered "transient students." Transient students must comply with all college regulations and must maintain a "C" average to continue enrollment.

To apply as a transient student, the following materials are required:

- a letter from the Registrar of the student's home institution verifying that the student is in good standing and has permission to take courses at Queens University of Charlotte
- a completed application form and a $50 application fee.

Hayworth College Degree Requirements

The degree requirements for a bachelor's degree for students admitted to Hayworth College are different from the degree requirements for students admitted to the Traditional Undergraduate Program.

Queens University of Charlotte offers programs of study leading to the Bachelor of Arts, Bachelor of Music, Bachelor of Science and Bachelor of Science in Nursing degrees. While these programs differ from each other in significant ways, each is rooted in the tradition of the liberal arts, and each provides students with an integrated and coherent program of study including the skills, competencies and knowledge necessary for a meaningful and successful life. Accordingly, in order to earn a baccalaureate degree a student must meet the following requirements:

Minimum Hours for the degree

Students in the Hayworth College program must earn a minimum of 120 credit hours for a baccalaureate degree. Generally no more than 60 academic credit hours transferred from two year institutions may be applied to the minimum hours required for graduation. However, transfer students holding an associate degree from the North Carolina Community College system may transfer up to 64 credit hours.

General Education requirements

Students in the Hayworth College program are required to satisfactorily complete all general education requirements described below.

Major Requirement

Students are required to satisfactorily complete all requirements for a major with a minimum cumulative grade point average of 2.000 in all work in the major. The major GPA is calculated using the grades of all courses specifically required for the major including any required electives. Where the major allows a student to choose from a group of courses and the student takes more than the minimum required, the course(s) in that group with the highest grade will be used in the calculation.

Upper Level Hours Requirement

Students are required to earn at least 36 credit hours at the 300 level or above. (Credits transferred from a two-year college, regardless of what level they are accepted by from Queens, do not apply to the 36 credit hour requirement.)

Minimum Cumulative Grade Point Average

Students are required to have a minimum cumulative grade point average of 2.000 in all work at Queens.

Last 30 Hours

Students must complete the last 30 hours at Queens or in a Queens approved program.

Honor Code

Students must be in good standing with the Honor Code at the time the degree is awarded.

Residency Requirements

Every student earning a first baccalaureate degree must complete at least 45 credit hours of the degree at Queens University of Charlotte. However, the residency is reduced for second degree candidates and students in the RN-to-BSN program.

RN-to-BSN Candidates

RN-to-BSN candidates must complete at Queens at least 36 of the 120 credit hours required for graduation.

Second Degree Candidates
Degree candidates who already hold an undergraduate baccalaureate degree from an accredited institution must complete at Queens at least 31 of the 120 credit hours required for graduation. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Residency for Graduation with Honors
Students must complete at least 60 hours at Queens to be eligible for graduation with honors.

Assessment Requirement
Students are required to participate in a program of evaluation and assessment administered by the University to assess the effectiveness of a Queens education.

General Education Requirements

PROFICIENCY REQUIREMENTS

Writing Proficiency
A student must enroll in and successfully complete two composition courses, ENGL110 and ENGL120, in order to graduate. These courses must be completed in the first year at Queens.

Writing-Intensive Course Requirement
All students must successfully complete one writing-intensive course in their major. Where several courses have been identified, students must take one, but may take others if they desire.

Mathematics Proficiency
A student must successfully complete one 3-credit hour college level mathematics course or place into Calculus I. A mathematics placement test is not required for Hayworth College students.

Computer Proficiency
A student must successfully complete CIS110, or test out of CIS110, or transfer comparable course credit.

PERSONAL AND SOCIAL RESPONSIBILITY REQUIREMENTS

Civics Requirements
A student must earn 3 credit hours from a course designated as an *American Civics course.*
A student must earn 3 credit hours from a course designated as an *International or Global issues course.*

Ethics Requirement
A student must earn 3 credit hours from a course at the 300 or 400 level designated as an *Ethics course.*

FOUNDATION REQUIREMENTS

A minimum of *22* credit hours of foundation courses from the areas below must be earned for a bachelor's degree in Hayworth College. A course which satisfies a personal and social responsibility requirement may not also be used to satisfy a foundation requirement. However, prerequisite courses to a major may be used to satisfy foundation requirements.

Area I: Natural Sciences
A student must earn at least seven credit hours in two approved science courses, at least one of which must be a laboratory science course carrying a minimum of four semester hours of credit.

Area II: Fine Arts

A student must earn at least three credit hours in the fine arts chosen from art or music. Studio courses may not be applied to the fine arts requirement.

Area III: Humanities

A student must earn at least six credit hours in humanities chosen from two of the following disciplines: History, Literature and Philosophy-Religion.

Area IV: Social and Behavioral Sciences

A student must earn at least six credit hours in the social or behavioral sciences, chosen from two of the following disciplines: Psychology, Sociology, Political Science or Macroeconomics.

ABOUT THE MAJOR PROGRAM OF STUDY

Each student must complete the requirements for a major in addition to completing the Proficiency and Foundation requirements. A Hayworth College student who is able to take the required courses during the day may apply to any major offered by the university.

Evening Majors

Requirements for the following majors are offered in the evenings or on the weekends or online for the convenience of the student who prefers non-traditional class times:

- **Business Administration Major**
- **Communication Major** (organizational communication and relational communication tracks)
- **Elementary Education Major**
- **English-Creative Writing Major**
- **English-Literature Major**
- **Human Service Studies Major**
- **Interior Design Major**
- **Philosophy-Religion Major**
- **Psychology Major**

In addition the Bachelor of Arts degree with a major in Radiologic Technology is available through the Blair College of Health to the student who is *already certified* by the American Registry of Radiologic Technologists.

Admission to the Major

Application and admission to the major is required.
*See **Declaration of a Major and Admission to the Major**.*

MINORS

A minor consists of a minimum number of hours and a prescribed program of courses described in detail under the discipline offering the minor. A minor is not required for students in the Hayworth College program, however, an undergraduate program of study may include one or more minors. Unless the major requires that a particular minor be completed, a minor from a different area than the major must be selected.

The following minors may be completed taking courses in the evenings, on weekends, or online:

- **Business Administration Minor**
- **Communication Studies Minor**
- **English Minor**
- **Health Sciences Minor**
- **Human Service Studies Minor**
- **Interior Design Minor**
- **Organizational Communication Minor**
- **Psychology Minor II**
- **Relational Communication Minor**
- **Religion Minor**
- **Sociology Minor**
- **Sociology-Anthropology Minor**

Elective Courses

In consultation with the advisor a student chooses elective courses to complete the number of hours required for graduation. Electives offer the student the opportunity to augment the major field of study with collateral areas of knowledge or to explore areas or skills quite distinct from the major.

The Honor Code

The Honor Code of Queens University of Charlotte is at the heart of our commitment to integrity and academic freedom. The Honor Code is binding on all members of the University community and applies to all phases of life at the University. Queens students are responsible for their personal conduct at all times and shall be subject to discipline, including possible suspension, for behavior that discredits themselves or the University. As a commitment to this system of honor, students are asked to sign the Honor Code as part of their application for admission. The Honor Code incorporates two different pledges of student conduct: the academic pledge and the community pledge. In addition, it embodies the individual's commitment to developing a community of honor, including taking action against those who violate the Honor Code: *As a member of the Queens University of Charlotte community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.*

Academic Pledge: *I pledge truthfulness and absolute honesty in the performance of all academic work.*

Community Pledge: *I pledge to be truthful at all times, to treat others with respect, to respect the property of others, and to adhere to University policies. Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.*

Violations of the Honor Code

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior and academic dishonesty. Two examples of the latter are plagiarism, the use of another's words or ideas without giving credit to the source, and computer misuse, including accessing, transferring or altering information without authorization.

See also The University: ***The Honor Code.***

Honors and Awards

The Hayworth College Dean's List is described in ***Undergraduate Academic Policies***.

For a complete list of the University's honor societies specific to academic fields, see The University section on ***Honor Associations and Awards***.

Alpha Sigma Lambda

The Theta Chi chapter of the Alpha Sigma Lambda National Honor Society, the national honor society for students in continuing higher education, was installed in 1998. Alpha Sigma Lambda is dedicated to the advancement of scholarship and recognizes high scholastic achievement in an adult student's career. Students must meet the following minimum requirements to be considered for membership: have earned a minimum of 30 semester hours in Hayworth College, with at least half of these credits in courses outside the student's major field. Members shall be elected only from the highest ten percent of those students who meet these requirements. Those selected must have a minimum GPA of 3.2.

Awards Ceremony

A major ceremony is held for Hayworth College students at the end of each academic year to honor academic excellence and service to the University. Each academic department presents an award to an outstanding graduating senior in the major. The University also recognizes those who have made the Dean's List in the prior year, those who have received Fellowships and Scholarships, nominees to Who's Who in American Universities and Colleges and other honors and awards.

Academic Policies

Hayworth students are responsible for all policies published in this Catalog or in other university documents published in print or online.

See also ***Student Rights and Responsibilities***

See also ***Undergraduate Academic Policies.***

Student Services

See Also The University: ***Student Services***

The Center for Student Success The Center for Academic Success provides important academic support programs and assistance to students throughout their career at Queens. The Center is a *CRLA* certified peer tutoring program. Services include peer tutoring, review sessions, academic workshops, study skills and learning style assessments, individual academic assistance and guidance as well as referrals to other support programs on campus. **The Writing Center**, housed within The Center for Academic Success, is staffed by faculty and peer tutors. The Writing Center is designed to facilitate student participation in all aspects of the writing process by refining key skills and developing patterns for success as well as writing proficiency. There is no charge for services provided by The Center. For more information, please visit the Center's website at www.queens.edu . The Center for Academic Success is located in Dana 014. Hayworth College students are welcome at The Center.

Emergency Telephones are located in each of the parking areas and buildings on campus. These should be used by persons requesting assistance or in need of help from Campus Police.

Escorts Persons may call 704-337-2306 or come by the Campus Police Office and request an escort to or from the parking lots. This service is available 24 hours a day. Please keep in mind that it might take a few minutes to give you the assistance because of other duties or emergencies that may arise.

Food Services The Lion's Den grill is open during the fall and spring terms for lunch using meal plans, Munch Money, cash and credit cards. The Young Dining Room located in Morrison Hall is open for breakfast, lunch and dinner during the fall and spring terms, and has limited hours during the summer term. Commuter students may purchase a meals in case or in advance. For more information on dining options call 704 337-2409.

Service Center A full-service mail and copy center is located on the lower level of Morrison Hall, and is run through a partnership with Archer Management Services. The Mail Center handles all inter-campus mail, US Postal, FedEx and UPS. The Copy Center can print documents in color and black & white as well as fold and bind. The Service Center will sell a full range of office and shipping supplies. Hours of operation are from 8:30am - 6:30pm.

Hayworth Student Government Association (SGA) The Hayworth College SGA, organized in 1981, is the formal means of student involvement in the operations and activities of Hayworth College. Representatives are elected each fall by the student body and serve as liaisons between students, faculty and administration. Officers of the SGA may be asked to serve on Hayworth College Judicial Committees.

Withers House The Hayworth College offices are located in Withers House and provide academic advising and amenities for Hayworth College students including a student lounge with WIFI; a conference room; a small computer lab; a multi-purpose room, and a break room with vending machines and a microwave.

The Undergraduate Curriculum: Majors and Minors

The following majors, minors and certificates are available to all undergraduates whether admitted to the Traditional Undergraduate Program or the Hayworth College Adult Studies Program.

Major Offered	Department or School
Art History	Art Department
Arts Leadership & Administration	Art Department
Biochemistry (BS)	Chemistry Department
Biology (BA)	Biology Department
Biology (BS)	Biology Department
Business Administration	McColl School of Business
Chemistry (BS)	Chemistry Department
Communication	Knight School of Communication
Drama	English, Drama, and Creative Writing Department
Elementary Education	Cato School of Education
English-Creative Writing	English, Drama, and Creative Writing Department
English-Literature	English, Drama, and Creative Writing Department
Environmental Science	Environmental Science Department
Environmental Studies	Environmental Science Department
French	Foreign Language Department
History	History Department
Human Service Studies	Human Service Studies Department
Interior Design	Art Department
International Studies	Political Science Department
Mathematics	Mathematics Department
Music	Music Department
Music Therapy (BM)	Music Department
New Media Design	Art Department
Nursing (BSN)	Presbyterian School of Nursing
Philosophy-Religion	Philosophy-Religion Department
Political Science	Political Science Department
Psychology	Psychology Department
Sociology	Sociology Department
Spanish	Foreign Language Department
Studio Art	Art Department
Two Languages	Foreign Language Department

Evening Majors

All requirements for the following majors are offered during the evening, on weekends, or online: Business Administration, Communication (organizational communication and relational communication tracks), Elementary Education, English-Creative Writing, English-Literature, Human Service Studies, Interior Design, Philosophy-Religion (religion track), and Psychology. In order to complete all requirements for two majors – Human Service Studies and Interior Design – a student may need to take courses in the evenings, on the weekends, online, or in a summer term. When considering one of these majors a student should contact the chair of the major department early on to ensure that course timing, major requirements, and relevant policies are understood.

LIST of MINORS

There are three different types of minors: Departmental/School, Multidisciplinary/ Interdisciplinary, and Restricted. Department and School Minors are offered for any student outside that student's major area. Multi-Disciplinary and Inter-Disciplinary Minors are offered for any student outside that student's major area. A Restricted Minors may be used as a graduation requirement only by the students in a specified major. Requirements for each minor are found with the Department or School curriculum.

Minor Offered	Department or School
• Actuarial Science	Mathematics
• American Literature	English- Drama - Creative Writing Department
• American Political Studies	Political Science Department
• Ancient History	History Department
• Anthropology	Sociology Department
• Art History	Art Department
• Arts Management	Art Department
• Biological Sciences	Biology Department
• British Literature	English- Drama - Creative Writing Department
• Business Administration	School of Business
• Chemistry	Chemistry Department
• Communication Studies	School of Communication
• Contemporary Intellectual & Cultural Studies	History Department
• Creative Writing	English- Drama - Creative Writing Department
• Dramatic Literature	English- Drama - Creative Writing Department
• Electronic Journalism	School of Communication
• Elementary Education	School of Education
• English	English- Drama - Creative Writing Department
• Entrepreneurship	School of Business
• Environmental Biology	Biology Department
• Environmental Chemistry	Chemistry Department
• Environmental Policy	Environmental Science Department
• Environmental Studies	Environmental Science Department
• Ethics	Philosophy-Religion Department
• Ethnic and Minority Studies	Political Science Department
• European History	History Department
• European Political Studies	Political Science Department
• French	Foreign Language Department
• General Business	School of Business
• Health Sciences	School of Nursing
• Hispanic/Latino Studies	Foreign Language Department
• Human Service Studies	Human Service Studies Department
• Human Biology	Biology Department
• Intellectual & Cultural Studies	History Department
• Intellectual History	History Department

Minor Offered	Department or School
Interior Design	Art Department
International Business Environment	School of Business
International Studies	Political Science Department
Leadership	School of Business
Marketing	School of Business
Mathematics	Mathematics
Mathematics/Chemistry	Mathematics
Media Communication	School of Communication
Music	Music Department
Music History	Music Department
Musical Theatre	Music Department
New Media Design	Art Department
Organizational Communication	School of Communication
Peace Studies and Conflict Resolution	Philosophy-Religion Department
Philosophy	Philosophy-Religion Department
Physical Sciences I	Chemistry Department
Physical Sciences II	Chemistry Department
Physical Sciences III	Chemistry Department
Physical Sciences IV	Environmental Science Department
Political Economy	Political Science Department
Political History	History Department
Political Science	Political Science Department
Popular Culture	School of Communication
Pre-Law	Political Science Department
Pre-Ministry	Philosophy-Religion Department
Print Journalism	School of Communication
Professional Golf Management	School of Business
Psychology I	Psychology Department
Psychology II	Psychology Department
Psychology/Science	Psychology Department
Public Health	College of Health
Relational Communication	School of Communication
Religion	Philosophy-Religion Department
Secondary Education	School of Education
Sociology	Sociology Department
Sociology-Anthropology	Sociology Department
Spanish	Foreign Language Department
Spanish for Health Care Professionals	Foreign Language Department
Sports Communication	School of Communication
Studio Art	Art Department
Technical Theatre	English- Drama - Creative Writing Department
Theatre Performance	English- Drama - Creative Writing Department
United States History	History Department
Women's Studies	Sociology Department

Certificates for Non-Degree Candidates

Certificate	Department or School
• **Certificate in Creative Writing**	English Department
• **Music Therapy Equivalency Certificate**	Music Department
• **Certificate in Business Foundations**	School of Business

Pre-Professional Programs

The University also has suggested programs of study for students who wish to prepare for post-baccalaureate study in legal studies, the ministry, and medical, dental, occupational therapy, physical therapy, or veterinary medicine. The pre-law and pre-ministry programs are minors (see list above). While the medical programs of study are not intended to meet the minor requirement for graduation, courses may be selected within each program to fulfill a specific minor. *See **Pre-Professional Programs***

The College of Arts and Sciences

The College of Arts & Sciences is composed of the following departments offering twenty-seven majors.

Art Department
- Art History Major
- Arts Leadership and Administration
- Interior Design Major
- New Media Design Major
- Studio Art Major

Biology Department
- Biology Major (BA)
- Biology Major (BS)

Chemistry Department
- Biochemistry Major
- Chemistry Major

English, Drama and Creative Writing Department
- Drama Major
- English-Creative Writing Major
- English-Literature Major

Environmental Science Department
- Environmental Science Major
- Environmental Studies Major

Foreign Language Department
- French Major
- Spanish Major
- Dual Language Major

History Department
- History Major

Human Services Studies Department
- Human Service Studies Major

Mathematics Department
- Mathematics Major

Music Department
- Music Major
- Music Therapy Major

Philosophy and Religion Department
- Philosophy-Religion Major

Physical Education Department

Political Science and International Studies Department
- Political Science Major
- International Studies Major

Psychology Department
- Psychology Major

Sociology Department
- Sociology Major

ART DEPARTMENT

The majors in Art History, Arts Leadership and Administration, Interior Design, New Media Design and Studio Art provide students with both the technical ability for expression as well as an understanding of the history of art. Art students relate to historical and contemporary cultures outside of themselves and thereby obtain a deeper understanding of their own communities. In making art, defending their work and studying the creative process, students develop critical and creative thinking and master a theoretical and practical understanding of aesthetic judgments. This could lead to productive careers in academia, museums, galleries, art dealing, art conservation, art criticism, publishing, education, graphic design, interior design, arts and non-profit leadership and administration, arts advocacy and as independent artists.

Degree

The majors in Art History, Arts Leadership and Administration, Interior Design, New Media Design and Studio Art lead to a Bachelor of Arts degree.

Writing Intensive Requirement

The writing-intensive course requirement is met with ART 216.

Evening Programs
All courses required for completion of the major in Interior Design are offered in the evenings or on the weekend or online.

The majors in Art History, Studio Art, New Media Design, Interior Design and Arts Leadership and Administration, provide students with both the technical ability for expression as well as an understanding of the history of art. Art students relate to historical and contemporary cultures outside of themselves and thereby obtain a deeper understanding of their own communities. In making art, defending their work and studying the creative process, students develop critical and creative thinking and master a theoretical and practical understanding of aesthetic judgments. This could lead to productive careers in academia, museums, galleries, art dealing, art conservation, art criticism, publishing, education, graphic design, interior design, arts and non-profit leadership and administration, arts advocacy and as independent artists.

Degree
The majors in Art History, Studio Art, New Media Design, Interior Design and Arts Leadership and Administration lead to a Bachelor of Arts degree.

Writing Intensive Requirement
The writing-intensive course requirement is met with ART 216.

Evening Programs
All courses required for completion of the major in Interior Design are offered in the evenings or on the weekend or online.

Art History Major

Requirements: Students are required to complete 42 hours in the Art History major.

Requirements for the major in Art History are:
ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art - Present
ART 308 19th Century Art: Rise of Modernism
ART 309 Ancient Art: The Birth of Art
ART 313 Medieval & Renaissance Art
ART 315 20th and 21st Century Art: Modern Era
ART 316 Baroque & Rococo Art
ART 401 Seminar in Art History (to be repeated once)
ART 498 Senior Paper
Plus one of the following courses:
ART 214 Concepts in Art
ART 400 Art Criticism
Plus one of the following courses:
ART 306 History of Design
ART 325 History of Photography
ARDE 325 History of Furniture and Architecture
Plus two of the following courses:
ART 204 Drawing
ART 223 Ceramics
ART 226 Digital Photography I
ART 227 Film Photography I
ART 235 Two-Dimensional Design Lab
ART 302 Painting
ART 303 Sculpture
ART 304 Printmaking

Arts Leadership & Administration Major

Requirements: Students are required to complete 38 hours in the Art Leadership and Administration major, 29 hours of core courses with their choice of 9 hours toward one of four arts tracks: Art, Drama, Music, or Writing and Publishing.

Requirements for the major in Arts Leadership and Administration are:

ART 250 Introduction to Arts Leadership & Administration
ART 350 Arts in the World
BUSN 207 Financial Accounting
BUSN 303 Introduction to Entrepreneurship OR BUSN 403 Innovation & Creativity
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
IDST 201 Arts in Action
IDST 301 Arts Development
IDST 305 Leadership
INTE 498 Professional Internship I
***Plus** complete the courses required for one of the following tracks:*

Art Track
ART 101 Introduction to Art OR ART 216 Renaissance to Modern Art
ART 214 Art Concepts
Plus one of the following:
ART 210 Fundamentals of Graphic Design
ART 208 Fundamentals of Interior Design

Drama Track
DRAM 200 Introduction to Dramatic Studies
DRAM 215 Stagecraft
Plus three (3) credit hours from the following applied courses:
Dram 221 Lighting and Sound Practicum
Dram 230 Costuming and Makeup Practicum
Dram 240 Scenic Arts Practicum
Dram 245 Stage Management Practicum
Dram 322 Advanced Lighting and Sound
Dram 332 Advanced Costuming and Makeup
Dram 342 Advanced Scenic Arts
Dram 345 Advanced Stage Management

Music Track
MUSC 100 Introduction to Music
MUSC 110 Fundamentals of Music
MUSC 202 History of Musical Theater or MUSC 207 Music in America

Writing & Publishing Track
ENGL 206 Introduction to Creative Writing
ENGL 319 Literary Publishing Lab: Signet
Plus one of the following courses:
ENGL 307 The Writing of Creative Nonfiction
ENGL 308 The Writing of Poetry
ENGL 310 The Writing of Fiction

Interior Design Major

Requirements: Students are required to complete 42 hours in the Interior Design major. Many courses required for completion of the major in Interior Design are offered in the evenings, on the weekend, and in the summer term. Completion of this major may require taking courses at those times.

Requirements for the major in Interior Design are:
ART 216 High Renaissance Art - Present
ARDE 208 Fundamentals of Interior Design
ARDE 301 Textiles in Interior Design
ARDE 302 Color & Light for the Environment
ARDE 305 Sustainable Design
ART 305 Advanced Studio (in Interior Design
ARDE 310 Drawing for Interior Design
ARDE 311 Computer Aided Design
ARDE 325 History of Architecture and Furniture
ARDE 330 Study Tour Preparation in Interior Design
ARDE 401 Product Design
ARDE 460 Capstone, Senior Project
Plus one of the following courses:
ART 214 Concepts in Art
ART 400 Art Criticism
Plus one of the following courses:
300-400 level art history course
300-400 level studio art course
ARDE 329 Business Practices for Interior Designers
ARDE 465 International Academic Study Tour
INTE 496 Professional Internship

New Media Design Major

Requirements: Students are required to complete 42 hours in the New Media Design major.
Requirements for the major in New Media Design are:
ART 204 Drawing
ART 216 High Renaissance Art -Present
ART 235 Two-Dimensional Design Lab
ART 306 History of Design
ART 226 Digital Photography I
ART 210 Fundamentals of Graphic Design
ART 305 Advanced Studio (in Graphic Design)
ART 311 Typography
ART 317 Digital Illustration
ART 318 Motion Graphics and Animation
ART 319 Interactive and Web Design
ART 497 Senior Critique
Plus one of the following courses:
ART 400 Art Criticism
ART 214 Concepts in Art
Plus one of the following courses:
ART 223 Ceramics
ART 227 Film Photography I
ART 302 Painting
ART 303 Sculpture
ART 304 Printmaking
ART 308 19th Century Art: The Rise of Modernism
ART 315 20th and 21st Century Art: Modern Era
ART 325 History of Photography

Studio Art Major

Requirements: Students are required to complete 42 hours in the Studio Art major.
Requirements for the major in Studio Art are:
ART 204 Drawing
ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art -Present
ART 235 Two-Dimensional Design Lab
ART 236 Three-Dimensional Design Lab
ART 214 Concepts in Art
ART 497 Senior Critique
Plus three of the following courses:
ART 223 Ceramics
ART 302 Painting
ART 303 Sculpture
ART 304 Printmaking
Plus one of the following courses:
ART 306 History of Design
ART 308 19th Century Art: Rise of Modernism
ART 309 Ancient Art: The Birth of Art
ART 313 Medieval & Renaissance Art
ART 315 20th and 21st Century Art: Modern Era
ART 316 Baroque & Rococo Art:
ART 325 History of Photography
ART 401 Seminar in Art History
Plus:
ART 305 Advanced Studio (to be taken 3 times)

Minors

ART HISTORY MINOR

ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art - Present
Plus three of the following:
ART 306 The History of Design
ART 308 19th Century Art: Rise of Modernism
ART 309 Ancient Art: The Birth of Art
ART 313 Medieval & Renaissance Art
ART 315 20th and 21st Century Art: Modern Era
ART 316 Baroque & Rococo Art
ART 325 The History of Photography
ART 400 Art Criticism
ART 401 Seminar in Art History
Total: 15 Hrs.

ARTS MANAGEMENT MINOR

(Restricted Minor: restricted to majors in Art, Music, and English/Drama)
BUSN 115 Introduction to Business
BUSN 340 Principles of Marketing
COMM 101 Intro to Communication Studies
COMM 306 Integrated Strategic Communication
Plus choose one of the following:
COMM 202 Writing for Communication
BUSN 333 Principles of Management
Total: 15 Hrs.

INTERIOR DESIGN MINOR

ART 216 High Renaissance Art -Present Time
ARDE 208 Fundamentals of Interior Design
ARDE 325 History of Architecture and Furniture
ARDE 310 Drawing for Interior Design
Plus two of the following courses:
ART 305 Advanced Studio (in Interior Design)
ARDE 301 Textiles in Interior Design
ARDE 302 Color and Light for the Environment
ARDE 305 Sustainable Design
ARDE 311 Computer Aided Design
ARDE 329 Business Practices for Interior Designers
ARDE 401 Product Design
Total: 18 Hrs.

NEW MEDIA DESIGN MINOR

ART 210 Fundamentals of Graphic Design
ART 216 High Renaissance Art -Present
ART 226 Digital Photography I
ART 306 History of Design
Plus two of the following courses:
ART 311 Typography
ART 317 Digital Illustration
ART 318 Motion Graphics & Animation
ART 319 Interactive & Web Design
Total: 18 Hrs.

STUDIO ART MINOR

ART 235 Two-Dimensional Design Lab
ART 236 Three-Dimensional Design Lab
Plus one of the following courses:
ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art-Present
Plus two additional courses chosen from:
ART 204 Drawing
ART 223 Ceramics
ART 226 Digital Photography I
ART 227 Film Photography I
ART 302 Painting
ART 303 Sculpture
ART 304 Printmaking
Total: 15 Hrs.

BIOLOGY DEPARTMENT

To serve the needs of the liberal arts student, the department offers introductory work to enhance students' understanding of biology from the ecosystem level to the molecular level. An emphasis is given to the importance of this knowledge for everyday living and decision making in a complex world. *See also* ***Pre-Professional Programs***

Degrees

The Biology Department offers two majors in biology, one leading to the Bachelor of Science degree and the second leading to the Bachelor of Arts degree.

The major leading to the Bachelor of Science degree consists of a group of five core courses and the choice of one of three possible tracks in general biology, ecology or pre-professional studies. The general track is suited for students who wish to explore within the major, have interest in graduate school or desire to teach at the secondary level. The ecology track will allow students to focus on ecological studies, environmental issues or organismal biology. The pre-professional track is designed for students interested in medicine, dentistry, veterinary medicine or allied health fields such as physician assistant, physical therapy or other clinically related professions.

Careers

Major study in biology provides basic preparation leading to work in research and medical laboratories, government positions, related businesses, teaching, graduate study in biology and related disciplines, and studies in medicine, dentistry, veterinary medicine or other allied health professions.

Teacher licensure

Students majoring in biology may earn licensure to teach on the secondary level (grades 9-12). For more information see the Cato School of Education.

Writing-intensive course requirement

The writing-intensive course requirement is met with BIOL 360.

Prerequisites

BIOL 208 or 209 are prerequisite to all courses numbered 300 or above.

Biology Major (BS)

Requirements: For the major in biology leading to the Bachelor of Science degree, students are required to complete 67 hours in the major, which include specified courses in math and other natural sciences.

Requirements for a major in biology leading to the BS degree are:

Core courses:
BIOL 208 Principles of Biology I
BIOL 209 Principles of Biology II
BIOL 360 Biology Seminar
BIOL 402 Genetics
BIOL 470 Biological Investigation (may be repeated once)
Plus one of the following tracks

General Track
BIOL 311 Botany
BIOL 320 Zoology
Plus an additional 10 hours in the major chosen from courses numbered 300 or above.

Plus:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
PHYS 101 General Physics I
PHYS 102 General Physics II
MATH 121 Calculus I
MATH 220 Calculus II or ENVR 220 Data Analysis for Natural Sciences

Ecology Track
BIOL 304 Ecology
BIOL 311 Botany
BIOL 320 Zoology
Plus an additional 10 hours in the major chosen from courses numbered 300 or above.
Note: BIOL 330 Field Studies (recommended)
Additional courses:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
ENVR 102 Geology
ENVR 202 Conservation Biology
MATH 121 Calculus I
ENVR 220 Data Analysis for Natural Sciences
Plus an additional 4 hours in Biology or Chemistry at the 300 level or above, Environmental Science at the 200 level or above or Physics.

Health Professions Track
BIOL304 or BIOL 311
Choose 2 of the following 4 courses
BIOL 307 Introduction to Microbiology
BIOL 320 Zoology
BIOL 400 Cell Biology
BIOL 401 Comparative Physiology
Plus an additional 6 hours in the major chosen from courses numbered 300 or above.
Plus:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
PHYS 101 General Physics I
PHYS 102 General Physics II
MATH 121 Calculus I
MATH 220 Calculus II or ENVR 220 Data Analysis for Natural Sciences

Biology Major (BA)

Requirements: For the major in biology leading to the Bachelor of Arts degree students are required to complete 36 hours in biology plus 15 hours in chemistry, environmental science and mathematics as specified.

Requirements for a major in Biology leading to the BA degree are:
Core courses:
BIOL 208 Principles of Biology I
BIOL 209 Principles of Biology II
BIOL 360 Biology Seminar
BIOL 402 Genetics
BIOL 470 Biological Investigation (may be repeated once)
General Track
BIOL 320 Zoology
BIOL 311 Botany
Plus an additional 10 hours in the major chosen from courses numbered 300 or above.
Additional courses:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
ENVR 220 Data Analysis for Natural Sciences
Plus one additional mathematics course

Minors

BIOLOGICAL SCIENCES MINOR
BIOL 208 Principles of Biology I
BIOL 209 Principles of Biology II
BIOL 320 Zoology or BIOL 311 Botany
Plus one additional Biology course numbered 300 or above.
Total: 15-16 Hrs.

ENVIRONMENTAL BIOLOGY MINOR
(Interdisciplinary minor housed in the Biology Department)
BIOL 208 Principles of Biology I
BIOL 304 Ecology
ENVR 201 Physical Geography
POLS 340 Environmental Politics
Choose one:
BIOL 320 Zoology
BIOL 311 Botany
Total: 19 Hrs.
Note: This minor is not available for Biology majors.

HUMAN BIOLOGY MINOR
BIOL 209 Principles of Biology II
BIOL 313 Anatomy & Physiology I
BIOL 314 Anatomy & Physiology II
BIOL 402 Genetics
Total: 16 Hrs.

CHEMISTRY DEPARTMENT

The Chemistry program is designed to provide an educational experience with considerable depth in science and mathematics.

Majors
The Chemistry Department offers majors in chemistry and in biochemistry, both leading to the Bachelor of Science degree.

Careers
A Bachelor of Science in chemistry or biochemistry prepares students for a wide variety of careers. These careers include research, medicine, pharmacy, pharmacology, forensic science, laboratory technology, medical technology, dental technology, physical therapy and veterinary medicine.

Natural science requirement
The natural science requirement is met with CHEM 101 with 101L, or CHEM 111 with 111L.

Writing-intensive course requirement
The writing-intensive course requirement is met with CHEM 305.

Biochemistry Major

Requirements: Students are required to complete 55 hours in the biochemistry major.

Course requirements for the major in biochemistry are:
Core:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
CHEM 305, 305L Quantitative Analysis & Lab
CHEM 307, 307L Instrumental Analysis & Lab
CHEM 308, 308L Physical Chemistry & Lab
CHEM 403, 403L Advanced Biochemistry I & Lab
CHEM 404 Advanced Biochemistry II
CHEM 350 Biotechnology Techniques
CHEM 300 Research Methods
CHEM 470 Senior Project
BIOL 209 Principles of Biology II
Plus choose two of the following:
BIOL 213 Human Anatomy & Physiology I
BIOL 307 Introduction to Microbiology
BIOL 313 Human Anatomy & Physiology I
BIOL 322 Intro to Immunology
BIOL 400 Cell Biology
BIOL 402 Genetics
BIOL 403 Developmental Biology

Plus Physical Sciences II Minor:
PHYS 101 General Physics I
PHYS 102 General Physics II
MATH 121 Calculus I
MATH 220 Calculus II

Chemistry Major

The major in Chemistry leading to the Bachelor of Science degree consists of a group of core courses covering the five areas of chemistry (organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry) and the choice of one of two possible tracks in general chemistry or environmental chemistry. The general track is suited for students who wish to seek employment as a chemist in the public or private sector or intend to work in basic or applied research in chemistry. The environmental chemistry track is suited for students who wish to apply training and knowledge in chemistry to solving environmental problems. Both tracks prepare students for graduate studies in chemistry or in closely related fields.

Requirements: Students are required to complete 36 hours of core requirements plus either 12 hours in the Chemistry track or 17 hours in the Environmental Chemistry track for the Chemistry major.

Requirements for the major in Chemistry are:
Core:
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 305, 305L Quantitative Analysis & Lab
CHEM 307, 307L Instrumental Analysis & Lab
CHEM 308, 308L Physical Chemistry I & Lab
CHEM 320 – Inorganic Chemistry
CHEM 300 Research Methods
CHEM 470 Senior Project
Plus either
CHEM 401, 401L – Biochemistry & Lab
OR
CHEM 403, 403L – Advanced Biochemistry I & Lab
Plus one of the following tracks

Requirements for the track in General Chemistry are:
CHEM 304, 304L Organic Chemistry II & Lab
CHEM 309, 309L Physical Chemistry II & Lab
BIOL 209 Principles of Biology
Plus Physical Sciences II Concentration/Minor
  PHYS 101 General Physics I & Lab
  PHYS 102 General Physics II & Lab
  MATH 121 Calculus I
  MATH 220 Calculus II

Requirements for the track in Environmental Chemistry are:
BIOL 208 Principles of Biology I OR BIOL 209 Principles of Biology II
CHEM 406, 406L Environmental Chemistry & Lab
ENVR 101, 101L Environmental Science & Lab
ENVR 460 Environmental Science Seminar
Plus One of the following Courses
BIOL 307 Introduction to Microbiology
BIOL 309 Marine Biology I
ENVR 302, 302L Soil and Water Science & Lab
CHEM 430 Topics in Chemistry
Plus Physical Sciences IV Minor
  PHYS 101 General Physics I & Lab
  PHYS 102 General Physics II & Lab
  MATH 121 Calculus I
  ENVR 220 Data Analysis for Natural Sciences

Minors

CHEMISTRY MINOR
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 305, 305L Quantitative Analysis & Lab
Total: 16 Hrs.

ENVIRONMENTAL CHEMISTRY MINOR
(Interdisciplinary minor housed in the Chemistry Department)
CHEM 111 Chemistry Principles I
CHEM 112 Chemistry Principles II
CHEM 305 Quantitative Analysis
ENVR 201 Physical Geography
POLS 340 Environmental Politics
Total: 19 Hrs.
Note: This minor is not available for Biology majors.

PHYSICAL SCIENCES MINOR I
(Interdisciplinary minor housed in the Chemistry Department)
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
PHYS 101 General Physics
PHYS 102 General Physics
MATH 121 Calculus I
Choose one course:
MATH 106 Introductory Statistics
MATH 220 Calculus II
Total: 30 Hrs.

PHYSICAL SCIENCES MINOR II
(Interdisciplinary minor housed in the Chemistry Department)
Required for Biochemistry major; also open to other majors
PHYS 101 General Physics
PHYS 102 General Physics
MATH 121 Calculus I
MATH 220 Calculus II
Total: 16 Hrs.

PHYSICAL SCIENCES MINOR III
(Interdisciplinary minor housed in the Chemistry Department)
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab
PHYS 101 General Physics
PHYS 102 General Physics
Total: 16 Hrs.

DEPARTMENT OF ENGLISH, DRAMA, AND CREATIVE WRITING

The Department of English, Drama, and Creative Writing offers three majors leading to the Bachelor of Arts degree: Drama, English-Creative Writing, and English-Literature. Courses offered in the department include composition, literature, creative writing, film and dramatic arts.

The study of English focuses on the various ways that human beings have sought to understand their lives and the world through the writing of stories, poems, essays, plays and novels. The majors offered by the Department of English, Drama, and Creative Writing provide both a historical knowledge of the development of literature and an understanding of the different forms and styles of literature, as well as development of skill in the craft of writing and practice and development of skills in taking plays from page to stage. These majors develop skills in close reading, careful analysis and forceful, articulate writing that are necessary for a broad range of careers. They also prepare students for specific graduate programs such as law school and graduate study in literature, composition theory, drama, theater, creative writing and American Studies.

The department also houses a number of minors, including American Literature, British Literature, Creative Writing, Dramatic Literature, Theatre Performance, and Technical Theater.

Each semester, the department sponsors student dramatic performances as well as the English Department Reading Series, which brings visiting writers to campus. All students in the department are encouraged to attend. Outstanding students of writing, literature and drama are eligible for membership in Alpha Psi Omega, a national drama honor society, and Sigma Tau Delta, the international English honor society.

Evening Majors

Requirements for the English-Literature Major and the English-Creative Writing major are offered in both the day and evening. These majors may be completed taking courses only in the evening.

Double Majors

Students wishing to double-major in English-Literature and English-Creative Writing must take three additional 300 or 400 level courses, at least two of which must be in literature, to satisfy requirements for the two majors.

Teacher Licensure

A student who majors in English may obtain a teaching license at the secondary level within the baccalaureate program. *See the **Cato School of Education** for more information.*

Writing-Intensive Course Requirement

For English-Creative Writing and English-Literature majors the writing-intensive course requirement is met with ENGL 205 Introduction to Literary Studies. For Drama majors the writing intensive requirement is met with DRAM 200 Introduction to Dramatic Studies.

Course Prerequisites

ENGL 110 and 120 (or the equivalent) are prerequisite to all other courses in the Department of English, Drama, and Creative Writing. Two courses at the 200 level are prerequisite to all English or Drama courses numbered 300 or above unless special permission is obtained from the department. Special consideration will be given, in certain cases, to non-English majors who desire to take courses numbered 300 or above.

English-Creative Writing and English-Literature majors should take ENGL 205 Introduction to Literary Studies as soon as possible after declaring their major. Drama majors should take DRAM 200 Introduction to Dramatic Studies as soon as possible after declaring their major.

Drama Major

Core Requirements:
DRAM 200 Introduction to Dramatic Studies
DRAM 215 Stagecraft Practicum (1-3 hours)
DRAM 250 Beginning Acting
DRAM 253 Directing for the Theater
DRAM/ENGL 303 World Drama: Ancient to Renaissance
ENGL 313 Shakespeare
DRAM 451 Senior Project (3-6 hours)

Plus at least 2 of the following dramatic literature & criticism courses:
DRAM 231 Film History & Criticism or DRAM 233 Television History & Criticism
DRAM/ENGL 304 World Drama: Renaissance to Modern
DRAM/ENGL 336 Tragedy or DRAM/ENGL 337 Comedy
DRAM 355 Topics in Dramatic Literature

Plus at least 2 of the following performance courses:
DRAM 350 Advanced Acting
DRAM 351 Acting for the Camera
DRAM 353 Advanced Directing for the Theater
DRAM 360 Stage Combat

Plus at least 2 of the following design courses:
DRAM 321 Lighting and Sound Design
DRAM 330 Costuming and Makeup Design
DRAM 340 Scenic Design
DRAM 356 Topics in Experiential Theater

Plus at least 1 hour of the following applied stagecraft courses:
DRAM 221 Lighting and Sound Practicum (1-3 hours)
DRAM 230 Costuming and Makeup Practicum (1-3 hours)
DRAM 240 Scenic Arts Practicum (1-3 hours)
DRAM 245 Stage Management Practicum (1-3 hours)
DRAM 322 Advanced Lighting and Sound (1-3 hours)
DRAM 332 Advanced Costuming and Makeup (1-3 hours)
DRAM 342 Advanced Scenic Arts (1-3 hours)
DRAM 345 Advanced Stage Management (1-3 hours)

English-Creative Writing Major

Core Requirements:
ENGL 205 Introduction to Literary Studies
ENGL 206 Introduction to Creative Writing
ENGL 210 British Literature to 1660
ENGL 220 British Literature 1660 to Present
ENGL 230 American Literature 1620-1865
ENGL 240 American Literature 1865-Present
ENGL 420 Creative Writing Capstone

Plus two of the following:
ENGL 307 Writing of Creative Nonfiction
ENGL 308 Writing of Poetry
ENGL 310 Writing of Fiction

Plus one of the following:
ENGL 314 Form & Theory of Poetry
ENGL 315 Form & Theory of Fiction
ENGL 316 Form & Theory of Creative Nonfiction

Plus one of the following:
ENGL 344 Advanced Workshop in Poetry
ENGL 345 Advanced Workshop in Fiction
ENGL 346 Advanced Workshop in Creative Nonfiction

Plus a minimum of two from the following period courses:
ENGL 309 Chaucer & Medieval Literature
ENGL 313 Shakespeare
ENGL 318 The 17th Century
ENGL 322 19th Century British Literature
ENGL 324 19th Century American Literature
ENGL 329 Literature of Modernism

Plus a minimum of one from the following special area courses:
ENGL 300 World Literature
ENGL 319 Literary Publishing/Editing: Signet
ENGL 320 Linguistics
ENGL 325 The Novel
ENGL 332 African American Literature
ENGL 333 Southern Literature
ENGL 335 Women Writers
ENGL 336 Tragedy
ENGL 337 Comedy
ENGL 350 Contemporary Literature
ENGL 351 Literature and Film
ENGL 460 Studies in Literature & Criticism

English-Literature Major

Core Requirements:
ENGL 205 Introduction to Literary Studies
ENGL 210 British Literature to 1660
ENGL 220 British Literature 1660 to Present
ENGL 230 American Literature 1620-1865
ENGL 240 American Literature 1865-Present
ENGL 460 Literary Criticism

Choose a minimum of one of the following World courses:
ENGL 300 World Literature
ENGL 303 World Drama: Ancient to Renaissance
ENGL 304 World Drama: Renaissance to Modern
ENGL 335 Women Writers
ENGL 355 Special Studies in Literature [with a world focus]

Choose a minimum of two of the following Medieval/Renaissance courses:
ENGL 309 Chaucer & Medieval Literature
ENGL 313 Shakespeare
ENGL 318 The 17th Century

Choose a minimum of one of the following Nineteenth Century courses:
ENGL 322 19th Century British Literature
ENGL 324 19th Century American Literature
ENGL 355 Special Studies in Literature [with a nineteenth century focus]

Choose a minimum of one of the following Modern courses:
ENGL 329 Literature of Modernism
ENGL 332 African American Literature
ENGL 333 Southern Literature
ENGL 350 Contemporary Literature
ENGL 355 Special Studies in Literature [with a modern focus]

Choose a minimum of one of the following Genre courses:
ENGL 319 Literary Publishing/Editing: Signet
ENGL 320 Linguistics
ENGL 325 The Novel
ENGL 336 Tragedy
ENGL 337 Comedy
ENGL 351 Literature and Film

Minors

AMERICAN LITERATURE MINOR
ENGL 230 American Literature 1620-1865
ENGL 240 American Literature 1865-Present
ENGL 324 19th Century American Literature
ENGL 333 Southern Literature
ENGL 332 African American Literature
Total: 15 Hrs.

BRITISH LITERATURE MINOR
ENGL 210 British Literature to 1660
ENGL 220 British Literature 1660 to Present
Plus three courses from:
ENGL 309 Chaucer and Medieval Literature
ENGL 313 Shakespeare
ENGL 318 The 17th Century
ENGL 322 19th Century British Literature
Total: 15 Hrs.

CREATIVE WRITING MINOR
ENGL 206 Introduction to Creative Writing
Plus two of the following courses:
ENGL 307 Writing of Creative Nonfiction
ENGL 308 Writing of Poetry
ENGL 310 Writing of Fiction
Plus one of the following courses:
ENGL 344 Advanced Workshop in Poetry
ENGL 345 Advanced Workshop in Fiction
ENGL 346 Advanced Workshop in Creative Nonfiction
Plus three literature courses, at least two of which must be 300 level or above.
Total: 21 Hrs.

DRAMATIC LITERATURE MINOR

DRAM 200 Introduction to Dramatic Studies
DRAM/ENGL 303 World Drama: Ancient to Renaissance
ENGL 313 Shakespeare
Choose two:
DRAM/ENGL 304 World Drama: Renaissance to Modern or DRAM 355 Topics in Dramatic Literature
DRAM 336 Tragedy or DRAM 337 Comedy
Total: 15 Hrs.

ENGLISH MINOR

ENGL 205 Introduction to Literary Studies
Plus choose one of the following: 3 hrs.
ENGL 210 British Literature to 1660
ENGL 220 British Literature 1660 to the Present
Plus choose one of the following: 3 hrs
ENGL 230 American Literature 1620 to 1865
ENGL 240 American Literature 1865 to Present
Plus 12 additional hours in Literature or Writing. These courses must be 300-400 level.
TOTAL: 21 Hrs.

TECHNICAL THEATRE MINOR

Core Requirements
DRAM 200 Introduction to Dramatic Studies
DRAM 215 Stagecraft Practicum (1-3 hours)
DRAM 250 Beginning Acting
Choose two:
DRAM 321 Lighting and Sound Design
DRAM 330 Costuming and Makeup Design
DRAM 340 Scenic Design
DRAM 356 Topics in Technical Theater
At least 4 hours of applied stagecraft:
DRAM 221 Lighting and Sound Practicum (1-3 hours)
DRAM 322 Advanced Lighting and Sound (1-3 hours)
DRAM 230 Costuming and Makeup Practicum (1-3 hours)
DRAM 332 Advanced Costuming and Makeup (1-3 hours)
DRAM 240 Scenic Arts Practicum (1-3 hours)
DRAM 342 Advanced Scenic Arts (1-3 hours)
DRAM 245 Stage Management Practicum (1-3 hours)
DRAM 345 Advanced Stage Management (1-3 hours)
Total: 17 hours

THEATRE PERFORMANCE MINOR

DRAM 200 Introduction to Dramatic Studies
DRAM 215 Stagecraft Practicum (1-3 hours)
DRAM 250 Beginning Acting
DRAM 253 Directing for the Theater
DRAM 350 Advanced Acting
Choose one:
DRAM 351 Acting for the Camera
DRAM 353 Advanced Directing for the Theater
DRAM 360 Stage Combat
Total: 16 Hrs.

Certificates

Certificate in Creative Writing

The Department of English, Drama and Creative Writing also offers a certificate in Creative Writing for non-degree candidates seeking to develop knowledge and skills in one or more of the creative writing genres: fiction, poetry, and creative non-fiction.

Admission to the Certificate Program

Individuals interested in obtaining a Certificate in Creative Writing should contact the Hayworth College Admissions Office at 704-337-2314.

Admission Requirements

To be considered for admission as a non-degree student in the certificate program, an applicant must:

1. Hold a bachelor's degree from an accredited institution or meet the requirements for admission to a Queens undergraduate program.
2. Submit a completed application form, including the application fee.
3. Submit official transcript(s) of all post-secondary academic course work.

Certificate Requirements

The following courses are required for the certificate:
ENGL 206 Introduction to Creative Writing
Plus two of the following courses:
ENGL 307 Writing of Creative Non-Fiction
ENGL 308 Writing of Poetry
ENGL 310 Writing of Fiction
Plus one of the following courses:
ENGL 344 Advanced Workshop in Poetry
ENGL 345 Advanced Workshop in Fiction
ENGL 346 Advanced Workshop in Creative Nonfiction
Plus three literature courses, at least two of which must be 300 level or above.
Total: 21 Hrs.

Students who have experience in creative writing beyond the introductory level may, with the permission of the Department, substitute for ENGL 206 a course in the Form and Theory of a genre (ENGL 314, 315, or 316).

To obtain the certificate, a student must complete the seven courses with no grade below C. All courses for the certificate must be taken at Queens University of Charlotte.

ENVIRONMENTAL SCIENCE DEPARTMENT

The Department of Environmental Science offers two majors and a variety of minors that allow students to prepare for careers in environmentally related fields. The Bachelor of Science in Environmental Science prepares students for laboratory or field-based careers in both the public and private sector. The Bachelor of Arts in Environmental Studies provides students the flexibility to apply basic skills and knowledge in environmental science to other areas of interest including business, communications, education, and political science. Both majors prepare students for graduate school in the natural sciences, humanities, social sciences, and law.

Environmental Science Major

This major consists of core courses in environmental science, chemistry, biology, and physics, complemented by electives in these disciplines plus political science, communication and other fields. Scientific theory is blended with technical training, especially through field laboratory exercises and research projects. Skills in critical thinking, problem solving, and effective communication culminate in a senior project.

Degree

The Environmental Science major leads to the Bachelor of Science degree.

Careers

Students graduating with this degree will be well prepared for either graduate-level study or for careers with local, state, and federal agencies like the EPA, U.S. Fish and Wildlife Service, U.S. Geological Survey, Forest Service, environmental consulting firms, environmental law, nonprofit agencies and science and nature writing.

Natural Science Requirement

The natural science requirement is met with ENVR101, ENVR102, ENVR201, and ENVR302

Writing-intensive course requirement

The writing intensive course requirement is met with ENVR 300.

Requirements

Students are required to complete 70-73 hours in the major, including 16 hours in the required Physical Science III minor.

Requirements for a major in Environmental Science are:
Core:
ENVR 101 Environmental Science
ENVR 102 Intro to Geology
ENVR 220 Data Analysis for Natural Sciences
ENVR 300 Research Methods
ENVR 301 Geographic Information Systems
ENVR 460 Environmental Science Seminar
ENVR 490 Senior Project
MATH 121 Calculus I
BIOL 208 Principles of Biology I
BIOL 304 Ecology
BIOL 311 Botany
POLS 340 Environmental Politics
Plus the Physical Sciences Minor III:
PHYS 101, 101L General Physics I & Lab
PHYS 102, 102L General Physics II & Lab
CHEM 111, 111L Chemistry Principles I & Lab
CHEM 112, 112L Chemistry Principles II & Lab

Plus choose nine hours from the following:
ENVR 201 Physical Geography
ENVR 202 Conservation Biology
ENVR 204 Tropical Island Systems
ENVR 250 Topics in Environmental Science
ENVR 302 Soil and Water Science

Plus choose two courses from the following:
BIOL 307 Introduction to Microbiology
BIOL 309 Marine Biology
BIOL 320 Zoology
BIOL 330 Field Studies in Biology
BIOL 402 Genetics
CHEM 303, 303L Organic Chemistry I & Lab
CHEM 304, 304L Organic Chemistry II & Lab
CHEM 305, 305L Quantitative Analysis & Lab
CHEM 307, 307L Instrument Analysis & Lab
CHEM 308, 308L Physical Chemistry & Lab
CHEM 403, 403L Biochemistry I & Lab
CHEM 404, 404L Biochemistry II & Lab
CHEM 406, 406L Environmental Chemistry & Lab
ENVR 320 Environmental Economics
ENVR 325 Environmental Philosophy
ENVR 450 Independent Study
COMM 200 Public Speaking
ECON 203 Macroeconomics
ECON 204 Microeconomics
PHIL 204 Introductory Logic
SOCI 305 Urban Sociology

Environmental Studies Major

The Bachelor of Arts degree with a major in Environmental Studies provides students with a solid interdisciplinary foundation in environmental issues. The program emphasizes the interconnections between physical, biological, and social processes as they affect the environment. As such, students will develop a strong capacity for understanding the scientific basis for environmental topics, and will take courses from Political Science, Philosophy and Religion, Biology, and other departments. Skills in critical thinking, problem solving, and effective communication will culminate in a senior project.

Degree

The Environmental Studies major leads to the Bachelor of Arts degree.

Careers

Students with an Environmental Studies degree will be well prepared for a range of careers, including those in environmental education, environmental advocacy, environmental field work, and with consulting firms and local and state government agencies. Students will also be well prepared for graduate school in the natural sciences, humanities, social sciences, and law.

Writing-intensive course requirement

The writing-intensive course requirement is met with ENVR 300 Research Methods.

Requirements:
ENVR 101 Introduction to Environmental Science
ENVR 202 Conservation Biology
ENST 220 Data Analysis for Natural Sciences
ENST 300 Research Methods
ENST 301 Geographic Information Systems
ENST 320 Environmental Economics
ENST 325 Environmental Philosophy
ENST 460 Environmental Science Seminar
ENST 490 Senior Project
BIOL 208 Principles of Biology
POLS 340 Environmental Politics

Plus choose one of the following:
ENVR 201 Physical Geography
ENVR 302 Soil and Water Science

Plus choose two courses from the following:
ANTH 201 Cultural Anthropology
BIOL 304 Ecology
BIOL 311 Botany
BIOL 320 Zoology
ENVR 102 Introduction to Geology
ENVR 204 Tropical Island Systems
SOCI 203 Principles of Sociology

Total: 43-45 credit hours

Minors

ENVIRONMENTAL POLICY MINOR

(Interdisciplinary minor housed in the Environmental Science Department)
ENVR 101 Introduction to Environmental Science
ENVR 202 Conservation Biology
ENVR 301Geographic Information Systems
ENVR 460 Environmental Science Seminar
POLS 340 Environmental Politics
Choose one:
BUSN 305 Legal Environment of Business
POLS 313 Constitutional Law/Judicial System
Total: 17 Hrs.
Note: This minor is not available for environmental science majors or environmental studies majors.

ENVIRONMENTAL STUDIES MINOR

Note: *This minor is not available for Environmental Science majors or Environmental Studies majors.*
ENVR 101 Introduction to Environmental Science
ENVR 202 Conservation Biology
ENVR 301 Geographic Information Systems
ENVR 460 Environmental Science Seminar
200 level or above, 3 hour course in another discipline
200 level or above, 3 hour course in another discipline
Above two courses are chosen to reflect the student's specific interest. Courses must be chosen in consultation with an environmental science faculty member and the student's advisor.
Total: 17 Hrs.

PHYSICAL SCIENCES IV MINOR

PHYS 101, 101L General Physics I & Lab
PHYS 102, 102L General Physics II & Lab
MATH 121 Calculus I
ENVR 220 Data Analysis for Natural Sciences
Total: 15 Hrs.

FOREIGN LANGUAGE DEPARTMENT

The Foreign Language Department offers three majors leading to the Bachelor of Arts degree: a Spanish major, a French major and the option to major in two languages. For specific course descriptions, see course listings under the appropriate language.

Teacher Licensure

Students majoring in Foreign Language-French or Foreign Language-Spanish may earn licensure to teach K-12. See the Cato School of Education for more information.

Writing Intensive Requirement

The writing-intensive course requirement may be met with one course chosen from FREN 310, FREN 320, SPAN 310, SPAN 320, SPAN 410 or SPAN 420. Substitutions for these courses may be made with department approval.

German Non-major courses in German are also offered by the Foreign Language Department.

Language Non-major courses in languages other than French, German and Spanish are also offered by the Foreign Language Department depending upon student interest.

French Major

Requirements for a major in French

Thirty credit hours of courses in French above the 100-level as approved by the major advisor are required. Core requirements: FREN 362 or 363, and one writing intensive class.

The University-wide requirement of an internship may be in an environment related to French and may contribute up to six credits toward the major. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement.

It is strongly recommended that at least six hours of credit be earned in foreign residency through participation in an international experience immersion program, foreign internship or other approved foreign study program.

Spanish Major

Requirements for a major in Spanish

Thirty credit hours of courses in Spanish above the 100-level as approved by the major advisor are required. Core requirements: SPAN 362, at least one literature class, and one writing intensive class. In addition, students should take no more than three 200-level classes.

The University-wide requirement of an internship may be in an environment related to Spanish and may contribute up to six credits toward the major. Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement.

It is strongly recommended that at least six hours of credit be earned in foreign residency through participation in an international experience immersion program, foreign internship or other approved foreign study program.

Major in Two Languages

Requirements for a major in Two Languages
Eighteen credit hours above the 100-level in each of two languages as approved by the major advisor are required. Core requirements: SPAN 362; FREN 362 or 363, and one writing intensive class.
Fulfillment of the internship requirement may be achieved either in a foreign placement or in an approved local placement. It is strongly recommended that at least six hours of credit be earned in foreign residency through participation in an international experience immersion program, foreign internship or other approved foreign study program

Minors

FRENCH MINOR
Complete 15 hours of French coursework at or above the 200 level.
Total: 15 Hrs.

HISPANIC/LATINO STUDIES MINOR
(Interdisciplinary minor housed in the Foreign Language Department)
POLS 303 Latin American Politics
Language proficiency in Spanish (one course at the intermediate level or higher),
Plus four courses chosen from:
ANTH 320 Anthropology of Latin America
HIST 307 History of Latin America
POLS 319 Politics of Immigration in the U.S.
POLS 320 Ethnic, Minority & Gender Politics
POLS 342 U.S.-Latin American Relations or POLS 349 Political Economy of North-South
SOCI 345 Racial & Ethnic Minorities
SPAN 362 Span-American Civ & Cultures
SPAN 441 Spanish-American Novel
SPAN 431 Spanish-American Poetry
SPAN 444 Spanish-American Short Story
SPAN 452 Spanish-American Theater or SPAN 461 Latino Literature (if not used for language proficiency).
*POLS 300 Current Topics in Political Science
*RELG 351 Topics in World Religion
*SPAN 370 Topics in Spanish Studies
* Topic must be approved by relevant department
Total: 18 Hrs.

SPANISH FOR HEALTH CARE PROFESSIONALS MINOR
SPAN 231 Intermediate Span for Health Care and
SPAN 371 Advanced Spanish for Health Care,
Plus 3 courses chosen from:
SPAN 310 Advanced Grammar and Translation,
SPAN 320 Advanced Composition,
SPAN 333 Textual Analysis & Crit. Aspects,
SPAN 340 Advanced Conversation, or
SPAN 362 Span-American Civ & Cultures.
Total: 18 Hrs.

SPANISH MINOR
Complete 15 hours of Spanish coursework at or above the 200 level
Total: 15 Hrs.

HISTORY DEPARTMENT

History, drawing upon nearly all fields of knowledge, helps provide a deeper understanding and perspective of the forces which influence individuals and the world around them. It trains one in the skills of research, analysis and written interpretation.

Careers

A major in History is an excellent general foundation for many occupations, professional careers and graduate study. It provides opportunities for careers in teaching, policy research in government and business, archives and records management, law and politics and foreign service.

Teacher licensure

Students majoring in History may earn licensure to teach History or Social Studies on the secondary level (grades 9-12). See the **Cato School of Education** for more information.

Writing-intensive course requirement

The writing-intensive course requirement is met with HIST 311.

Degree

The major in History leads to a Bachelor of Arts degree.

Requirements

Students are required to complete 39 hours in the major.

History Major

Requirements for the major in History are:

Core:
HIST 201 Emergence of the West
HIST 202 West in the World
HIST 203 United States History to 1877
HIST 204 United States History since 1877
HIST 289 Seminar in US History
HIST 291 Seminar in World History
HIST 311 Research Seminar
HIST 495 Masterworks

Plus one 300-level European history elective chosen from:
HIST 303 Ancient Greece
HIST 304 Ancient Rome
HIST 305 Medieval History
HIST 306 Early Modern Europe
HIST 309 Contemporary Europe
HIST 312 First Christians
HIST 329 French Revolution &Napoleon
HIST 330 British History
HIST 331 Russian History
HIST 332 German History
HIST 333 Classical Political Thought
HIST 334 Modern Political Thought
HIST 361 Ideas and Values in Conflict

Plus one 300-level US history elective chosen from:
HIST 320 Inventing the American Economy
HIST 324 Immigration and the Making of America

HIST 335 The American Revolution
HIST 337 Invasion of the Americas
HIST 340 African-American History
HIST 341 The Civil Rights Movement
HIST 345 Religion in America
HIST 349 The Civil War and Reconstruction
HIST 386 American Capitalism
HIST 389 Topics in US History
HIST 392 American Women

Plus one 300-level non-US/non-European elective chosen from:
HIST 307 History of Latin America
HIST 313 East Asian Civilizations, 1400-Present
HIST 370 Youth Revolution in China
HIST 391 Topics in World History
A non-history course approved by the history department, for example:
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Politics of the Middle East
POLS 306 Politics of Developing Countries

Plus two additional 300-level history electives

Minors

ANCIENT HISTORY MINOR
(Interdisciplinary minor housed in the History Department)
HIST 201 Emergence of the West
HIST 312 The First Christians
HIST 303 Ancient Greece
HIST 304 Ancient Rome
Choose two courses:
ART 215 Ancient to Early Renaissance Art
PHIL 330 Ancient & Medieval Western Philosophy
RELG 205 Old Testament: Hebrew Scriptures
RELG 206 The New Testament
RELG 306 Prophetic Religion
ENGL 303 World Drama: Ancient to Renaissance
Total: 15 Hrs.

CONTEMPORARY INTELLECTUAL & CULTURAL STUDIES MINOR
(Interdisciplinary minor housed in the History Department)
PHIL 304 Contemporary Western Philosophy
ART 315 20th & 21st Century Art: Modern Era
Choose one:
HIST 334 Modern Political Thought
HIST 361 Ideas & Values in Conflict in History
Choose one:
DRAM 231 Film History & Criticism
DRAM 233 Television History & Criticism
ENGL 325 The Novel
ENGL 350 Contemporary Literature
Total: 15 Hrs.

EUROPEAN HISTORY MINOR

HIST 201 The Emergence of the West
HIST 202 The West in the World
Plus three courses chosen from:
HIST 303 Ancient Greece
HIST 304 Ancient Rome
HIST 305 Medieval History
HIST 306 Early Modern Europe
HIST 309 Contemporary Europe
HIST 330 British History
HIST 331 Russian History
HIST 332 German History
Total: 15 Hrs.

INTELLECTUAL AND CULTURAL STUDIES MINOR

(Interdisciplinary minor housed in the History Department)
Choose one or two courses from each of the following disciplines for a total of 5 courses
Choose one or two:
ART 215 Ancient to Early Renaissance Art
ART 216 High Renaissance Art -Present
ART 315 20th & 21st Century Art: Modern Era
Choose one or two:
HIST 333 Classical Political Thought
HIST 334 Modern Political Thought
HIST 345 Religion in America
HIST 361 Ideas & Values in Conflict in History
Choose one or two:
PHIL 203 Introduction to Philosophy
PHIL 304 Contemporary Western Philosophy
PHIL 320 Philosophy of Religion
PHIL 330 Ancient & Medieval Western Philosophy
Total: 15 Hrs.

INTELLECTUAL HISTORY MINOR

(Interdisciplinary minor housed in the History Department)
Choose three courses:
HIST 333 Ancient Political Thought
HIST 334 Modern Political Thought
HIST 345 Religion in America
HIST 361 Ideas & Values in Conflict in History
Choose two courses:
PHIL 203 Introduction to Philosophy
PHIL 320 Philosophy of Religion
PHIL 330 Ancient & Medieval Western Philosophy
PHIL 304 Contemporary Western Philosophy
RELG 210 Introduction to World Religions
Total: 15 Hrs.

POLITICAL HISTORY MINOR

(Interdisciplinary minor housed in the History Department)
Choose at least three History courses from:
HIST 303 Ancient Greece
HIST 304 Ancient Rome
HIST 307 History of Latin America
HIST 309 Contemporary Europe
HIST 330 British History
HIST 331 Russian History
HIST 332 German History
HIST 333 Classical Political Thought
HIST 334 Modern Political Thought
HIST 341 The Civil Rights Movement
Choose two:
POLS 201 United States Government
POLS 250 Introduction to Comparative Politics
POLS 270 Introduction to World Politics
POLS 300 Current Topics in Political Science
POLS 301 European Politics
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Politics of the Middle East
POLS 306 Politics of Developing Countries
Total: 15 Hrs.

UNITED STATES HISTORY MINOR

HIST 203 United States History to 1877
HIST 204 United States History since 1877
Plus three courses chosen from:
HIST 320 Inventing the American Economy
HIST 324 Immigration and the Making of America
HIST 335 The American Revolution
HIST 337 Invasion of the Americas
HIST 340 African American History
HIST 345 Religion in America
HIST 349 The Civil War and Reconstruction
HIST 389 Topics in US History
HIST 392 American Women
Total: 15 Hrs.

HUMAN SERVICE STUDIES DEPARTMENT

The Human Service Studies Department offers a major and a minor in Human Service Studies.

Evening Programs
Although many of the courses for completion of the major in Human Service Studies are offered during the day, all courses required for completion of the major are offered in the evening. Therefore, the major can be completed through all evening classes. Completions of the major will require taking some courses in the evening.

Human Service Studies Major
The National Organization for Human Services defines Human Services as a field which seeks to meet "human needs through an interdisciplinary knowledge base, focusing on prevention as well as remediation of problems, and maintaining a commitment to improving the overall quality of life of service populations. The Human Services profession is one which promotes improved service delivery systems by addressing not only the quality of direct services, but also by seeking to improve accessibility, accountability, and coordination among professionals and agencies in service delivery." Students study the social systems and conditions which affect the need for services, and gain skills in working both directly with individuals and groups, as well as advocating for policy change and social justice.
Each Student enrolled in the Human Service Studies major at Queens are also required to participate in professional internships and complete a Capstone Project with a Human Services Agency in the Charlotte community. This essential component of the major will enable students to make strong connections between theory and practice as well as study and work.

Careers
A major in Human Service Studies provides the basis for graduate study in the areas of social work, counseling, school guidance, family therapy and other service related fields. Students with a bachelors level degree in Human Service Studies are prepared for professional and paraprofessional careers providing direct social services to clients and advocacy for clients in the areas of basic needs services, mental and physical health and applied research.

Degree
The major in Human Service Studies leads to the Bachelor of Arts degree.

Requirements
Requirements for the Human Service Studies major are:

Core: (28 hours)
HSS 101 Introduction to Human Service Studies
HSS 301 Writing for Human Service
HSS 318 Working with Individuals in Need
HSS 322 Generalist Case Management
HSS 342 Ethical Issues in Human Service Studies
HSS306 Research Methods or SOCI 307 Research Methods*
HSS306L Research Methods Lab or SOCI 307L Research Methods Lab*
HSS 338 Cross-Cultural Issues in Human Service Studies
HSS 400 Senior Seminar in Human Service Studies
MATH 106 Introductory Statistics
INTE 496 Professional Internship (3 Hrs, Hayworth students only)

* PSYC 306 and 306L may be substituted for HSS 306 and 306L with permission of advisor.

Choose four additional courses (12 hours) chosen from the following:
HSS 330 Leading Psychoeducational Groups
HSS 345 Play Therapy

HSS 350 Parenting in Contemporary Society
HSS 352 Special Topics in Human Service Studies**
HSS 370 Program Evaluations and Outcome Measures
HSS 380 Administration of Non-Profit Agencies
HSS/PSYC 390 Forgiveness: Theory, Research and Practice
SOCI 250 Social Issues and Problems
PSYC 320 Developmental Psychology
PSYC 304 Abnormal Psychology***

**May be repeated with approval of advisor
*** For students in the Hayworth College Program, these courses will fulfill General Education foundation requirements in Area IV: Social and Behavioral Sciences.

MINOR

Human Service Studies Minor
HSS101 Introduction to Human Service Studies
Plus 4 of the following courses (12-13 hours):
HSS 301 Writing for Human Service
HSS 318 Working with Individuals in Need
HSS 322 Generalist Case Management
HSS 330 Leading Psychoeducational Groups
HSS 338 Cross-Cultural Issues in Human Service Studies
HSS 342 Ethical Issues in Human Service Studies
HSS 345 Play Therapy
HSS 350 Parenting in Contemporary Society
HSS352 Topics in Human Service Studies**
HSS370 Program Evaluations and Outcome Measurements
HSS 380 Administration of Non-Profit Agencies
HSS/PSYC 390 Forgiveness: Theory, Research and Practice
HSS 400 Senior Seminar in Human Service Studies
SOCI 250 Social Issues and Problems

**May be repeated with approval of advisor

MATHEMATICS DEPARTMENT

The Department of Mathematics offers a variety of programs to help prepare students for a wide assortment of careers as well as for graduate studies. Each program is crafted to give students the proper balance of theoretical knowledge and concrete application required for future endeavors. The programs are further enhanced by the Queens liberal arts program and internship experience, arming the MATH student with the tools needed for success.

Majors

The department offers the Mathematics major leading to the Bachelor of Arts degree.

MATHEMATICS

It is the nature of Mathematics to examine concepts from nearly all areas of thought using a uniquely abstract and deductive approach. Although mathematical investigation often involves the use of expressions which represent numbers, many of the discoveries of the discipline extend beyond the quantitative.

Mathematics Major

Careers

The Department offers courses which reflect the general nature of Mathematics. The student majoring in Mathematics can choose a program which provides preparation for teaching at the secondary school level preparation for a career in actuarial science, continuing the study of Mathematics in graduate school or pursuing the many opportunities in interdisciplinary areas such as Sociology, Psychology and Biology. In addition, a rigorous training in Mathematics or applied Mathematics is excellent intellectual training for a wide variety of careers.

Teacher licensure

Students majoring in Mathematics may prepare for licensure to teach on the secondary level (grades 9-12). *See the **Cato School of Education** for more information.*

Writing-intensive course requirement

The writing-intensive course requirement is met with MATH 401 or MATH 490.

Degree

A major in Mathematics leads to the Bachelor of Arts degree.

Requirements

Students are required to complete at least 36 hours in the major.

The Requirements for the Mathematics Major are:
Core:
MATH 121 Calculus I
MATH 220 Calculus II
MATH 221 Calculus III
MATH 303 Linear Algebra
Plus completion of either the Mathematical Sciences track or the Actuarial Sciences track.

Mathematical Sciences track
MATH 320 Probability & Statistics
MATH 401 Modern Algebra i
MATH 415 Intro to Real Variable Theory
MATH 496 Senior Thesis Preparation
MATH 497 Senior Thesis
Plus three mathematics courses numbered 200-450 with at least two at or above the 300 level

Actuarial Sciences track
MATH 320 Probability & Statistics
MATH 380 Mathematical Finance
MATH 410 Mathematical Probability
MATH 420 Mathematical Statistics
MATH 490 Actuarial Science
BUSN 207 Financial Accounting
ECON 203 Macroeconomics
ECON 204 Microeconomics

Minors

ACTUARIAL SCIENCE MINOR

MATH 106 Introductory Statistics
MATH 121 Calculus I
MATH 220 Calculus II
MATH 221 Calculus III
MATH 303 Linear Algebra
MATH 320 Probability & Statistics
Total: 20 Hrs.

MATHEMATICS MINOR

MATH 121 Calculus I
MATH 220 Calculus II
Plus three other mathematics courses numbered from 200 to 450 with at least two at or above the 300 level
Total: 17-18 Hrs.

MATHEMATICS/CHEMISTRY MINOR

(Interdisciplinary minor housed in the Mathematics Department)
Required for Biology B.A. major; also open to other majors
CHEM 111,111L Chemistry Principles I & Lab
CHEM 112,112L Chemistry Principles II & Lab
Choose two of the following courses:
MATH 106 Introductory Statistics
MATH 111 Precalculus
MATH 121 Calculus I
MATH 220 Calculus II
Total: 14 Hrs.

MUSIC DEPARTMENT

The Music Department provides superior training for students interested in pursuing a professional music career, including preparation for such positions as performer, music therapist or research scholar. It also provides opportunities for persons choosing music as a minor or majoring in other fields to develop special musical abilities in an atmosphere that focuses upon the individual student's abilities, needs and interests.

The Music Department feels that it is most important to ensure that all students have the opportunity to become more musically literate and to foster in them a lifelong appreciation for music. The department endeavors to approach all musical learning within the context of the totality of all knowledge, integrating the musical experience with outside learning and knowledge. As a part of its outreach program, it provides private instruction and music therapy sessions to individuals in the community ranging from pre-school to adults in the Queens Music Academy.

The Music Department seeks to provide opportunities to hear a variety of live musical performances of superior quality by University ensembles and individual majors, as well as groups from the community and professional performing world. Through its contacts with local professional groups, arrangements can be made for students to study any standard orchestral instrument, including those not listed specifically in this section.

Admissions Criteria

All students must demonstrate suitable proficiency on a primary instrument through a live audition prior to beginning a degree program in music in order that the faculty may consider the potential success of this academic track. All Music Therapy students will be required to pass a background check and a drug screening. These security measures are required for clinical placements.

Transfer Students

Transfer students at the junior or senior level and second degree students whose first degree was not in music will be asked to complete the Sophomore Qualifying Exam. This includes testing in the areas of music history, music theory, sight-singing and applied performance. As a result, the music faculty will notify the student both of any need to refresh their skills in any tested area and will acknowledge sufficient preparation in their musical abilities.

Second degree or equivalency certificate students in Music Therapy who already have an undergraduate degree in music, must audition for the Music Department, and complete all of the required courses in the undergraduate Music Therapy curriculum, including the professional internship. These students are exempted from the Sophomore Qualifying Exam requirement.

Writing-intensive course requirement

The writing-intensive course requirement for the BA degree with a major in music is met with MUSC 322. The writing intensive course requirement for the BM degree with a major in music therapy is met with MUTH 402 as well as MUSC 322.

Sophomore Qualifying Exam

After completing four semesters of course work, all majors will be required to demonstrate suitable proficiency and progress in their major. This will include a review of academic progress, a jury exam which will include an oral examination as well as performance, and an assessment of theory, history and other music skill development. Students must pass this exam in order to remain in good standing in their degree program.

Major Field Exam

During the spring of the senior year, all music majors will be required to take a major field exam in music history and music theory. This exam is for assessment purposes only.

Recitals

All students preparing recitals must be approved to present their recital as a result of a recital preview no less than one month prior to the scheduled recital date. The jury for this recital preview must include the applied instructor, the department chair and one other music faculty member.

Proficiency Requirement

All candidates for music degrees must be able to demonstrate basic piano proficiency to include scales, chords, prepared pieces, and if appropriate, accompaniment patterns and sight reading. Upon entering the degree program, those students unable to demonstrate such skills will be expected to fulfill specific piano requirements for their degree program as listed in the Catalog. Music Therapy degree candidates must also pass proficiencies in voice and guitar. All students must enroll in class studies or applied lessons in the appropriate area(s) until proficiency has been achieved.

Ensemble Requirement

Students are required to be enrolled in one ensemble every semester, and may elect to be enrolled in more than one ensemble per semester. Large ensembles are Chorale (MUSC 187,188), Orchestra (MUSC 179,180) and Band (MUSC 177,178); small ensembles are Chamber Singers (MUSC197,198) and Small Ensemble (MUSC 185,186) for instruments and vocalists (including Wind, Guitar, Piano, Flute, Voice and others). Ensemble requirements for each of the degree programs are listed below. Regardless of when the requirements are met, **students must continue to be enrolled in one ensemble each semester**. Specific requirements, additional fees, information and changes not listed below are contained in the Music Department Handbook. Any requirements that are part of NASM guidelines will need to be followed regardless of requirements stated in a student's freshman year Catalog.

Concert attendance

All degree programs require 8 semesters of concert attendance, MUSC 10, 11, 20, 21, 30, 31, 40, and 41. All Music Therapy transfer students and second degree students must enroll in concert attendance every semester they are enrolled, up to eight semesters.

Music Major (BA)

Requirements for a Music major leading to the BA degree are:
Core:

MUSC 103 Beginning Theory and Composition I
MUSC 103LTheory &Composition Lab L
MUSC 104 Beginning Theory and Composition II
MUSC 113 Sight-Singing and Ear Training I
MUSC 114 Sight-Singing and Ear Training II
MUSC 201 Introduction to World Music
MUSC 203 Theory and Composition III
MUSC 204 Theory and Composition IV
MUSC 213 Sight-Singing and Ear Training III
MUSC 214 Sight-Singing and Ear Training IV
MUSC 310 Conducting
MUSC 321 Music History and Literature I
MUSC 322 Music History and Literature II
Plus:
MUSC 157 Piano Class I
MUSC 158 Piano Class II
MUSC 159 Piano Class III
MUSC 160 Piano Class IV
MUSC 395 Functional Piano Class I
Ensemble:

- *At least 2 large ensemble credits based on the primary instrument MUSC177/178, 179/180 or 187/188; pianists may choose any large ensemble.*
- *At least 2 small ensemble credits based on the primary instrument MUSC 185/186 and/or 197/198.*

Applied Music 1 instrument (8Hrs)

Music Therapy Major (BM)

Internship Requirement

Students majoring in music therapy fulfill the Queens Internship requirement through the Professional Music Therapy Internship (MUTH 499).

Requirements for the Music Therapy Major leading to the BM degree are:

Voice Proficiency (by exam)
Guitar Proficiency (by exam)
Piano Proficiency (by exam)
Core Music:
MUSC 103 Beginning Theory and Composition I
MUSC 103LTheory & Composition Lab I
MUSC 104 Beginning Theory and Composition II
MUSC 113 Sight-Singing and Ear-Training I
MUSC 114 Sight-Singing and Ear-Training II
MUSC 203 Theory and Composition III
MUSC 204 Theory and Composition IV
MUSC 213 Sight-Singing and Ear-Training III
MUSC 214 Sight-Singing and Ear-Training IV
MUSC 310 Conducting
MUSC 321 Music History and Literature I
MUSC 322 Music History and Literature II
Plus:
Principal Applied Area (8 Hrs.)
Ensemble
- At least 2 large ensemble credits based on the primary instrument: MUSC 177/178, 179/180 or 187/188; pianists may choose any large ensemble.

Make sure this is on a separate line from the above line.
- At least 2 small ensemble credits based on the primary instrument: MUSC 185/186 and/or 197/198.
- At least 2 ensemble credits of a choral ensemble for all music majors: MUSC 187/188 and/or 197/198.
- At least 2 small ensemble credits based on improvisation

MUSC 395 Functional Piano Class I
MUTH 396 Functional Piano Class II
Core Music Therapy:
MUTH 212 MT Methods & Materials: School/Home-based Settings
MUTH 217 Introduction to Music Therapy
MUTH 312 MT Methods & Materials: Neuropsychiatric Settings
MUTH 322 MT Methods & Materials: Medical Settings
MUTH 343 Percussion Laboratory
MUTH 401 Psychology of Music I
MUTH 402 Psychology of Music II
MUTH 409 Music in Therapy I
MUTH 410 Music in Therapy II
Plus:
MUTH 131 Freshman Music Therapy Practicum I
MUTH 132 Freshman Music Therapy Practicum II
MUTH 231 Sophomore Music Therapy Practicum III
MUTH 232 Sophomore Music Therapy Practicum IV
MUTH 331 Junior Music Therapy Practicum V
MUTH 332 Junior Music Therapy Practicum VI
MUTH 431 Senior Music Therapy Practicum VII
MUTH 432 Senior Music Therapy Practicum VIII
MUTH 499 Professional Music Internship: Music Therapy

Plus the Psychology/Science minor:
PSYC 201 General Psychology
PSYC 201L General Psychology Lab
PSYC 304 Abnormal Psychology
PSYC 308 The Exceptional Child
PSYC 320 Developmental Psychology
BIOL 213 Human Anatomy and Physiology I with Lab
Plus one additional Psychology course

Second Degree Candidates in Music Therapy

Without a Prior Degree in Music

Requirements for the Music Therapy Major leading to the BM degree as a second degree, where the first degree earned from an accredited institution was not in music, are the same as for a first degree with a few exceptions. The following differences apply:

- MUTH 131 and MUTH 132 Freshman Music Therapy Practicum I & II are not required.
- One semester of sophomore practicum (MUTH 231 or MUTH 232) is required.
- One semester of junior practicum (MUTH 331 or MUTH 332) is required.
- PSYC 201L General Psychology Lab and a psychology elective are not required.
- Either PSYC 308 The Exceptional Child or PSYC 320 Developmental Psychology is required, but not both.

With a Prior Degree in Music

Requirements for the Music Therapy Major leading to the BM degree as a second degree, where a BA or BM in Music has already been earned from an accredited institution are:
Voice Proficiency (by exam)
Guitar Proficiency (by exam)
Piano Proficiency (by exam)
Core Music Therapy:
MUTH 212 MT Methods & Materials: School/Home-based Settings
MUTH 217 Introduction to Music Therapy
MUTH 231 or 232 Music Therapy Practicum III or IV
MUTH 312 MT Methods & Material: Neuropsychiatric Settings
MUTH 322 MT Methods & Materials: Medical Settings
MUTH 343 Percussion Lab
MUTH 401 Psychology of Music I
MUTH 402 Psychology of Music II
MUTH 409 Music in Therapy I
MUTH 410 Music in Therapy II
MUTH 331 or 332 Music Therapy Practicum VI or VII
MUTH 431 Music Therapy Practicum VII
MUTH 432 Music Therapy Practicum VIII
MUTH 499 Professional Internship (off campus)
Plus:
MUSC 310 Conducting
BIOL 213 Anatomy and Physiology I with lab
PSYC 201General Psychology
PSYC 304 Abnormal Psychology
PSYC 320 Developmental Psychology or PSYC 308 Exceptional Child

Minors

MUSIC MINOR

MUSC 100 Introduction to Music
MUSC 103 Theory & Composition I **or** MUSC 110 Fundamentals of Music
MUSC 171 Applied Music
MUSC 181 Applied Music
Plus One music history course, at or above the 200 level
Plus Two ensemble credits
Plus Two additional credits in Applied Music and/or Ensemble
Total: 15 Hrs.

MUSIC HISTORY MINOR

MUSC 100 Introduction to Music
MUSC 321 Music History and Literature I
MUSC 322 Music History and Literature II
Choose two:
MUSC 200 From Jazz to Rock 'n' Roll
MUSC 207 Music in America
MUSC 355 Topics: Music History and Literature
Total: 15 Hrs.

MUSICAL THEATRE MINOR

(Interdisciplinary minor housed in the Music Department)
Core Courses required for all students (7-9 hours):
MUSC 202 History of Musical Theater (3 hours)
Two studio courses in dance (4-6 hours)
Plus one of the following tracks
Track 1 for music majors (13-15 hours)
DRAM 200 Introduction to Dramatic Studies (3 hours)
DRAM 215 Practicum in Technical Theater (1-3 hours)
DRAM 250 Beginning Acting (3 hours)
DRAM 252 Directing for the Theater (3 hours)
DRAM 350 Advanced Acting (3 hours)
Track 2 for drama majors (13 hours)
MUSC 103 or MUSC 110 (theory or fundamentals) (3 hours)
MUSC 113 Sight Singing and Ear-training (1 hour)
MUSC 157 Piano Class I or Applied Music (piano) (1 hour)
MUSC 175 Voice Class and/or Applied Music (voice) (6 hours)
Ensemble (2 hours) chosen from:
MUSC 187/188 Chorale
MUSC 197/198 Chamber Singers
TRACK 3 for all other majors (17 hours)
DRAM 200 Introduction to Dramatic Studies (3 hours)
DRAM 215 Practicum in Technical Theater **or**
DRAM 252 Directing for the Theater (3 hours)
DRAM 250 Beginning Acting (3 hours)
MUSC 103 or MUSC 110 (theory or fundamentals) (3 hours)
MUSC 113 sight singing and ear-training (1 hour)
MUSC 157 Piano Class I or applied piano (1 hour)
MUSC 175 Voice Class and/or applied voice (3 hours)
Total: 20-26 hours

Certificates

Music Therapy Equivalency Certificate

The curriculum for the music therapy equivalency certificate meets the entry level standards of the American Music Therapy Association. All students must pass proficiency examinations in applied piano, voice, and guitar. Entering students who do not meet these standards or who do not transfer in a conducting or percussion techniques course should consider the second degree option. Upon completion of the certificate program, students will be eligible to sit for the national board certification examination in Music Therapy. The certificate may be earned only by non-degree candidates.

Admission to the Certificate Program

Individuals interested in obtaining a Music Therapy Equivalency Certificate should contact the Hayworth College Admissions Office at 704.337.2314. Direct questions about program requirements to the Music Therapy Program Director at 704.337.2570.

Admission Requirements

To be considered for admission as a non-degree student in the certificate program, an applicant must:

1. Hold a bachelor's degree in Music from an accredited institution.
2. Transfer enough credits in the courses outlined below such that fewer than 30 credits remain to complete the certificate program. Applicants who have more than thirty remaining credits for completion of the program should instead consider entry into the second degree program in Music Therapy.
3. Submit a completed application form, including the application fee.
4. Submit official transcript(s) of all post-secondary academic course work.
5. Consent to and pass a background check and drug screen prior to admission.

The requirements for completion of the music therapy equivalency certificate are as follows:

Voice Proficiency (by exam)
Guitar Proficiency (by exam)
Piano Proficiency (by exam)
MUTH 212 MT Methods & Materials: School/Home-based Settings
MUTH 217 Introduction to Music Therapy
MUTH 231 or 232 MT Practicum III **or** IV
MUTH 312 MT Methods & Material: Neuropsychiatric Settings
MUTH 322 MT Methods & Materials: Medical Settings
MUTH 331 or 332 MT Practicum VI **or** VII
MUTH 343 Percussion Lab
MUTH 401 Psychology of Music I
MUTH 402 Psychology of Music II
MUTH 409 Music in Therapy I
MUTH 410 Music in Therapy II
MUTH 431 or 432 MT Practicum VII **or** VIII
MUTH 499B Professional Internship (off campus)
BIOL 213 Human Anatomy and Physiology I (with lab)
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
PSYC 320 Developmental Psychology or PSYC 308 Exceptional Child

PHILOSOPHY and RELIGION DEPARTMENT

The study of Philosophy and Religion is worthwhile both for the intrinsic value of inquiring into what is best in thought and living, and also for the practical value of the intellectual habits one gains. Literally meaning "love of wisdom," philosophy is the inquiry into fundamental questions that humans ask: What is the good life? What is most real? How can humans know? What is sound reasoning? How do humans create and discover meaning in life?

In keeping with Queens' Presbyterian tradition, we recognize the importance of "thinking the faith." The academic study of philosophy and religion together focus on the "turning of the soul" and on how communities as well as other religious traditions understand that "turning" as it becomes a basis for a good life.

Students of philosophy and religion significantly enhance their critical thinking and analytical skills, as well as their communication skills. The broad inquiry into patterns of thought strengthens problem-solving ability and helps the student attain a depth of thought that is invaluable for a wide variety of graduate studies and careers.

Writing-intensive course requirement

The writing-intensive course requirement is met with PHIL 400 or RELG 400.

Degree

The department offers a major in Philosophy-Religion leading to the Bachelor of Arts degree.

Evening Programs

Courses needed to complete the core courses and the religion track of the Philosophy-Religion major will be offered in the evenings. Some courses for the philosophy track will be offered only in the day. Requirements for the Religion minor are also available in the evening.

Philosophy-Religion Major

Requirements

Students must complete 33 hours in the Philosophy-Religion major, of which at least 21 hours must be at 300-level or above. In addition to the core requirements for the major, students must complete either the philosophy track or the religion track.

Requirements for the Philosophy-Religion major:
Core courses – required for all majors:
PHIL 203 Introduction to Philosophy
RELG 210 World Religions
PHIL 320 Philosophy of Religion
Plus either the philosophy track or the religion track

Philosophy Track
PHIL 204 Introductory Logic (*required introductory course)*
Plus choose six hours in Philosophical Traditions from the following:
PHIL 304 Contemporary Western Philosophy
PHIL 330 Ancient & Medieval Western Philosophy
PHIL 346 Chinese Philosophy and Religion
Plus choose three hours in Philosophy and Society from the following:
PHIL 305 Medical Ethics
PHIL 325 Environmental Philosophy
PHIL 334 Modern Political Thought
PHIL 340 Contemporary Moral Issues *(students taking Core 412 may not take PHIL 340)*
RELG 344 Christian Ethics

Plus choose nine hours from any remaining PHIL or RELG courses, at least 6 hours of which must be at the 300-level or above.
Plus PHIL 400 Major Thinkers & Issues *(required capstone course, three hours)*

Religion Track
Required introductory courses (six hours):
RELG 205 Old Testament: Hebrew Scriptures
RELG 206 New Testament
Plus choose three hours in Religious Traditions from:
RELG 312 The First Christians
RELG 323 Renaissance & Reformation
RELG 346 Chinese Philosophy & Religion
RELG 351 Topics in World Religion (e.g., Islam; Hinduism; Buddhism; Jesus and Buddha)
Plus choose three hours in Sacred Scriptures from:
RELG 306 Prophetic Religion
RELG 343 Reading Paul's Letters
RELG 347 Jesus in Ancient & Modern Media
RELG 352 Topics in Sacred Scriptures (e.g., Lost Books of the Bible; Reading the Rapture; Sex, Violence, and Power in Sacred Scriptures; Reading Islam)
Plus choose three hours in Religion and Society from:
RELG 325 Environmental Philosophy
RELG 344 Christian Ethics
RELG 345 Religion in America
RELG 348 Problem of Evil
RELG 353 Studies in Religion Culture & Ethic
PSYC 360 Psychology of Religion
Plus choose six hours from any remaining PHIL or RELG courses at the 300-level or above.
Plus required capstone course (three hours):
RELG400 Major Thinkers & Issues

Minor Requirement
Philosophy-Religion majors must complete a minor which has been approved by the advisor.

Minors

ETHICS MINOR
(Interdisciplinary minor housed in the Philosophy-Religion Department)
Choose five courses:
BUSN 320 Business Ethics
COMM 364 Media Law
HIST 361 Ideas &Values in Conflict in Hist
PHIL 304 Contemporary Western Philosophy
PHIL 305 Medical Ethics
PHIL 340 Contemporary Moral Issues (students may not take both PHIL340 and CORE412)
RELG 206 New Testament
RELG 344 Christian Ethics
Total: 15 Hrs.

PRE-MINISTRY MINOR

(Interdisciplinary minor housed in the Philosophy-Religion Department)
Required:
RELG 205 Old Testament/Hebrew Scriptures
RELG 206 New Testament
RELG 210 World Religions
PHIL 320 Philosophy of Religion
Plus choose two from:
Any 300-level RELG courses
Plus choose one from:
BUSN 333 Principles of Management
COMM 101 Intro to Communication Studies.
COMM 200 Public Speaking
COMM 306 Integrated Strategic Communication
PSYC 305 Introduction to Counseling
SOCI 203 Principles of Sociology
SOCI 345 Racial and Ethnic Minorities
Total: 21 hours

PEACE STUDIES AND CONFLICT RESOLUTION MINOR

(Interdisciplinary Minor housed in the Philosophy-Religion Department)
CHOOSE 6 courses from the list below:
COMM 327 Intercultural Communication
POLS 320 Ethnic, Gender, and Minority Politics
POLS 345 International Human Rights
POLS 347 Global Conflicts
PSYC 352 Topics: Psychology of Forgiveness
PSYC 303 Social Psychology
RELG 348 Problem of Evil
RELG 355 Studies in the Theology of Nonviolent Social Change
SOCI 250 Social Issues and Problems
SOCI 340 Social Inequality
Total: 18 Hrs.

PHILOSOPHY MINOR

PHIL 203 Introduction to Philosophy or PHIL 240 Philosophy Through Film
PHIL 204 Introduction to Logic
Plus three additional philosophy courses or two additional philosophy courses and one religion course
Total: 15 Hrs.

RELIGION MINOR

RELG 205 Old Testament: Hebrew Scriptures
RELG 206 The New Testament
RELG 210 Introduction to World Religions
Two 300-level Religion courses
RELG 345 Religion in America or HIST 345 Religion in America and PHIL320 Philosophy of Religion can be included
Total: 15 Hrs.

PHYSICAL EDUCATION DEPARTMENT

The department of physical education fosters the vision and mission of the College of Arts and Sciences. Through excellence in teaching, students learn cogitatively by using their reason, intuition and perception. We provide an environment that encourages students to develop movement awareness, physical skill development, and ethical behaviors that can be applied on a global level. Recognizing the connection between a sound body and mind, we strive to empower students to sustain regular, lifelong physical activity and knowledge as a foundation for a healthy, productive and fulfilling life.

The physical education requirement may be met by any two courses; all physical education courses are graded on a Pass/No Record basis. A student may enroll in any number of physical education courses, but only four hours of physical education credit may be counted toward the 122 hours required for a bachelor's degree. The required two hours should be completed by the end of sophomore year. Participation in varsity sports does not satisfy the physical education graduation requirement.

Non-swimmers are encouraged to take PE 151, Beginning Swimming, in the fall semester of freshman year. All students are encouraged to take additional courses beyond those which are required.

POLITICAL SCIENCE and INTERNATIONAL STUDIES DEPARTMENT

The department offers two majors leading to the Bachelor of Arts degree: Political Science and International Studies.

Political Science Major

The major in Political Science emphasizes the empirical, analytical, comparative and normative investigation of political issues, policies and systems in the world. Attention given to critical thinking, problem-solving, research and writing skills. Introductory courses present basic ideas, issues and concepts of Political Science. Upper-level courses provide in-depth investigation of introductory material and focus on specialized areas.

Careers

A major in Political Science provides a basis for graduate study in all the subfields of the discipline and a foundation for careers in government, politics, law, journalism, education, business or any of the many areas in which a liberal arts background is desirable.

Writing-intensive course requirement

The writing-intensive course requirement is met with POLS 460 Major Issues in Politics.

Requirements

- Students must complete 39 hours in the Political Science major
- Students must have at least 24 hours of courses at the 300-level or above, from the courses listed below, to complete the major.
- Courses CANNOT be counted towards TWO different elective groups nor can they be counted towards both an elective group and the major core.

Requirements for the Political Science major are:

CORE (21 hours)
POLS 201 United States Government
POLS 250 Introduction to Comparative Politics
POLS 270 Introduction to World Politics
POLS 346 International Political Economy
POLS 370 Research Methods in Political Science
POLS 460 Major Issues in Politics
Plus select one:
POLS 333 Classical Political Thought
POLS 334 Modern Political Thought

ELECTIVES (18 hours)

American Politics Electives: Choose Three
POLS 240 Introduction to Public Policy Analysis
POLS 298 Moot Court
POLS 309 Campaigns and Elections
POLS 313 Constitutional Law and the Judicial System
POLS 315 Congress and the Presidency
POLS 318 Politics and the Media
POLS 319 Politics of Immigration in the U.S.
POLS 320 Ethnic, Minority & Gender Politics
POLS 326 Contemporary United States Foreign Policy
POLS 333 Classical Political Thought
POLS 334 Modern Political Thought
POLS 340 Environmental Politics
HIST 320 Inventing the American Economy

HIST 335 The American Revolution
HIST 386 American Capitalism

Comparative Politics Electives: Choose Two
POLS 301 European Politics
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 306 Politics of Developing Countries
POLS 307 Asian Politics
POLS 332 Politics and Society of Ireland
POLS 333 Classical Political Thought
POLS 334 Modern Political Thought
HIST 331 Russian History

International Relations / World Politics Electives: Choose One
POLS 299 Topics in Model United Nations (maximum of 3 hours counted towards major)
POLS 326 Contemporary United States Foreign Policy
POLS 333 Classical Political Thought
POLS 334 Modern Political Thought
POLS 341 International Law & Organizations
POLS 342 US-Latin American Relations
POLS 343 China and India on the World Stage
POLS 347 Global Conflicts
POLS 349 Political Economy of North-South
HIST 337 Invasion of the Americas

International Studies Major

The major in International Studies emphasizes an interdisciplinary approach to global issues and geographical regions of the world, and encourages an appreciation of other cultures. Courses provide analytical, critical thinking, normative and linguistic development. Specialization in various areas are offered. A residency requirement allows the student to study the language and culture of their choice.

Degree

A major in International Studies leads to the Bachelor of Arts degree.

Careers

A major in International Studies provides a basis for graduate study and a foundation for careers in foreign and government service, international business, international law, private and non-profit organizations involved in international issues, public health, the Peace Corps, consulting and teaching abroad, and many other fields.

Requirements

Students must complete 39 hours in the International Studies major including 6 hours in a foreign language.

Requirements for the International Studies Major are:
Core (21 hours):
HIST 202 West in the World
RELG 210 Introduction to World Religions
POLS 250 Introduction Comparative Politics
POLS 270 Introduction to World Politics
Plus select one:
SOCI 203 Principles of Sociology
ANTH 201 Cultural Anthropology

Plus select one:
POLS 346 International Political Economy
BUSN 420 International Business
Plus
POLS 460 Major issues in Politics

Language requirement
Six credit hours in a non-native language beyond English. For Western European languages, these six credit hours need to be at the 300-level or above. All other languages need to be at the 200-level or above. In addition to courses offered through the Foreign Languages department, this requirement may be fulfilled by taking courses at another university approved by Queens University of Charlotte or through a foreign residency that focuses upon language immersion. Completing a concentration/major in a foreign language will satisfy the language requirement.

Area study
Every student will complete a contract identifying an individualized area of focus, with the assistance of the IS program advisor. The area of focus will consist of a coherent combination of coursework equivalent to a minimum of 12 credit hours, and should be integrated with the student's language study, and overseas residency. Students must demonstrate a rationale for combining the courses selected, as well as specific and realistic plans if a student intends to study a language not routinely offered by Queens, or seeks to complete a residency in an unusual location. Ideally, the area of focus will be negotiated after the core requirements are satisfied. Courses must be drawn from at least two departments – including both the humanities and the social sciences.

Residency
A student majoring in International Studies fulfills a residency requirement in a location appropriate to their chosen program of study. This residency should consist of a summer or semester abroad, and may include an international internship or a language immersion program through JBIP. The program coordinator assists majors in planning for the residency and must approve all proposed residency programs. Further, the program coordinator will consult with the student during the residency, and in conjunction with the Registrar, will determine the academic credit to be transferred or awarded for the residency when the student returns. Academic credit earned in a foreign residency program may be used to satisfy other requirements in the major. Students currently resident in a country other than the U.S. are not required to fulfill a residency requirement, nor are student veterans that have served an overseas deployment.

Minors

AMERICAN POLITICAL STUDIES MINOR
(Interdisciplinary minor housed in the Political Science Department)
POLS 201 United States Government
ECON 203 Macroeconomics
Plus three courses chosen from:
POLS 240 Introduction to Public Policy Analysis
POLS 298 Moot Court
POLS 309 Campaigns and Elections
POLS 313 Constitutional Law and the Judicial System
POLS 315 Congress and the Presidency
POLS 318 Politics and the Media
POLS 319 Politics of Immigration in the U.S.
POLS 320 Ethnic, Minority & Gender Politics
POLS 326 Contemporary United States Foreign Policy
POLS 334 Modern Political Thought

POLS 340 Environmental Politics
HIST 320 Inventing the American Economy
HIST 335 The American Revolution
HIST 352 History of American Journalism
HIST 386 American Capitalism
Total: 15 Hrs.

ETHNIC AND MINORITY STUDIES MINOR

(Interdisciplinary minor housed in the Political Science Department)
Choose two of the following:
ANTH 330 American Ethnic Communities
COMM 327 Intercultural Communication
POLS 320 Ethnic, Minority and Gender Politics
SOCI 345 Racial and Ethnic Minorities
Plus three courses chosen from:
ANTH 320 Anthropology of Latin America
ENGL 332 African American Literature
HIST 307 History of Latin America
HIST 337 Invasion of the Americas
HIST 341 Civil Rights Movement
HIST 340 African-American History
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 307 Asian Politics
POLS 319 Politics of Immigration in the U.S.
POLS 342 US-Latin American Relations
POLS 343 China and India on the World Stage
POLS 349 Political Economy of North-South
RELG 210 Introduction to World Religions
RELG 353 Studies in Religious Culture & Ethics
SPAN 362 Spanish-American Civilization and Cultures
SPAN 441 Spanish-American Novel
SPAN 431 Spanish-American Poetry
SPAN 444 Spanish-American Short Story
SPAN 452 Spanish-American Theater
SPAN 461 Latino Literature
Total: 15 Hrs.
Note: Appropriate topics courses may be substituted at the discretion of the Chair of the Department of Political Science and International Studies

EUROPEAN POLITICAL STUDIES MINOR

(Interdisciplinary minor housed in the Political Science Department)
POLS 250 Introduction to Comparative Politics
POLS 301 European Politics
HIST 309 Contemporary Europe
Plus choose two courses:
HIST 306 Early Modern Europe
HIST 329 French Revolution & Napoleon
HIST 330 British History
HIST 331 Russian History
HIST 332 German History
POLS 332 Politics and Society of Ireland
Total: 15 Hrs.

INTERNATIONAL STUDIES MINOR

(Interdisciplinary minor housed in the Political Science Department)
Choose three of the following courses:
ANTH 201 Cultural Anthropology
HIST 202 West and the World
POLS 250 Introduction Comparative Politics or POLS 270 Introduction to World Politics
RELG 210 Introduction to World Religions
Plus choose two courses from the following:
ANTH 320 Anthropology of Latin America
BUSN 420 International Business
BUSN 454 International Trade
DRAM 304 World Drama: Renaissance to Modern
ENGL 300 World Literature
ENGL 322 19th Century British Literature
ENGL 329 Literature of Modernism
ENGL 335 Women Writers
FREN 370 Topics in French Studies
HIST 330 British History
HIST 331 Russian History
HIST 332 Germany History
POLS 299 Topics in Model United Nations
POLS 301 European Politics
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Politics of the Middle East
POLS 306 Politics of Developing Countries
POLS 307 Asian Politics
RELG 351 Topics in World Religion
SPAN 362 Spanish-American Civilization and Culture
Total: 15 Hrs.

POLITICAL ECONOMY MINOR

(Interdisciplinary minor housed in the Political Science Department)
ECON 203 Macroeconomics
POLS 346 International Political Economy
Plus choose three courses:
BUSN 420 International Business
BUSN 355 Capitalism or ECON 355 Capitalism
HIST 320 Inventing the American Economy or HIST 386 American Capitalism
POLS 201 United States Government
POLS 250 Comparative Politics
POLS 301 European Politics
POLS 306 Politics of Developing Countries
POLS 343 China and India on the World Stage
POLS 349 Political Economy of North South Relations
Total: 15 Hrs.

POLITICAL SCIENCE MINOR

POLS 201 United States Government
POLS 250 Introduction to Comparative Politics
POLS 270 Introduction to World Politics
Plus two courses chosen from:
POLS 301 European Politics
POLS 302 African Politics
POLS 303 Latin American Politics
POLS 304 Politics of the Middle East

POLS 306 Developing Political Systems
POLS 307 Asian Politics
POLS 333 Classic Political Thought
POLS 334 Modern Political Thought
Total: 15 Hrs.

PRE-LAW MINOR

(Interdisciplinary minor housed in the Political Science Department)
BUSN 305 Legal Environment of Business
HIST 311 Research Seminar or POLS 370 Research Methods in Political Science
PHIL 204 Introductory Logic
POLS 298 Moot Court
POLS 313 Constitutional Law and the Judicial System
Plus choose two courses:
BUSN 315 Business Law
BUSN 319 Fraud and Business (Prerequisite: BUSN 207)
COMM 200 Public Speaking
COMM 359 Sports: Ethics, Law and Media
COMM 364 Media Law
ECON 203 Macroeconomics
POLS 341 International Law and Organizations
PSYC 303 Social Psychology
PSYC 340 Forensic Psychology
SOCI 203 Principles of Sociology
Total: 21 Hrs.

PSYCHOLOGY DEPARTMENT

The Psychology Department offers a major in Psychology.

Psychology Major

Psychology emphasizes the development of an understanding of factors important in determining behavior. Introductory courses present basic psychological principles; upper-level courses provide opportunities for further work in areas of special interest. Independent study allows the student to design and carry out original research. Internships in community settings enable the student to make practical application of psychological principles.

Evening Programs

All courses required for completion of the major in Psychology are offered in the evenings or on the weekend or online. Some requirements may be offered only in a summer term. The Psychology major is also offered during the day.

Careers

A major in Psychology provides a basis for graduate study in areas of psychology, education, social sciences, social work and law as well as a foundation for careers in personnel, social work, mental health, health care and similar areas.

Writing-intensive course requirement

The writing-intensive course requirement is met with PSYC 306.

Degree

A major in Psychology leads to the Bachelor of Arts degree.

Prerequisite

PSCY 201 is prerequisite to all Psychology courses except PSYC 310.

Required hours in the major

Students must complete 38 hours in psychology courses and MATH 106, which also meets a general education requirement, for a total of 41 hours.

Requirements for the Psychology Major are:

Core:
PSYC 201 General Psychology
PSYC 201L General Psychology Lab
PSYC 300 Information Literacy in Psychology
PSYC 306 Experimental Methods in Psychology
PSYC 306L Experimental Psychology Lab
PSYC 307 Experimental Psychology II
PSYC 400 Advanced General Psychology I
PSYC 401 Advanced General Psychology II
MATH 106 Introductory Statistics
Plus choose at least one of the following Experimental Psychology courses:
PSYC 314 Psychology of Learning
PSYC 316 Cognitive Psychology
PSYC 412 Physiological Psychology
Plus choose at least one of the following Social/Developmental courses:
PSYC 303 Social Psychology
PSYC 320 Developmental Psychology
PSYC 328 Infant & Child Development
PSYC 330 Psychology of Adulthood and Aging
Plus choose at least one of the following Clinical/Assessment courses:

PSYC 302 Psychology of Personality
PSYC 304 Abnormal Psychology
PSYC 305 Introduction to Counseling
PSYC 311 Psychological Tests
PSYC 404 Child/Adolescent Psychopathology

Plus choose three additional courses (9 credit hours) from any of the courses offered by the Psychology Department as approved by the major advisor.
PSYC 302 Psychology of Personality
PSYC 303 Social Psychology
PSYC 303L Experimental Social Psychology
PSYC 304 Abnormal Psychology
PSYC 305 Introduction to Counseling
PSYC 308 Exceptional Child
PSYC 310 Applied General Psychology
PSYC 311 Psychological Tests
PSYC 312 Sensation and Perception
PSYC 314 Psychology of Learning
PSYC 315 Lab in Conditioning and Learning
PSYC 316 Cognitive Psychology
PSYC 320 Developmental Psychology
PSYC 328 Infant & Child Development
PSYC 329 Adolescent Psychology
PSYC 330 Psychology of Adulthood and Aging
PSYC 340 Forensic Psychology
PSYC 352 Topics in Psychology
PSYC 360 Psychology of Religion
PSYC 390 Forgiveness: Theory, Research and Practice
PSYC 404 Child/Adolescent Psychopathology
PSYC 406 Advanced Research Participation
PSYC 412 Physiological Psychology
PSYC 421 Organizational Psychology
PSYC 449 Independent Research
PSYC 450 Independent Research
PSYC 452 Directed Readings in Psychology
PSYC 455 Psychology Lab Assistant
PSYC 460 Practicum in Group Dynamics

Minors

PSYCHOLOGY MINOR I
PSYC 201 General Psychology
Choose at least 1 (3 hours) of the following courses:
PSYC 314 Psychology of Learning
PSYC 316 Cognitive Psychology
PSYC 412 Physiological Psychology
Choose at least 1 (3 hours) of the following courses:
PSYC 303 Social Psychology
PSYC 320 Developmental Psychology
PSYC 328 Infant & Child Development
PSYC 330 Psychology of Adulthood and Aging
Choose at least 1 (3 hours) of the following courses:
PSYC 302 Psychology of Personality
PSYC 304 Abnormal Psychology

PSYC 305 Introduction to Counseling
PSYC 311 Psychological Tests
PSYC 404 Child/Adolescent Psychopathology
Plus choose one additional 3-hour course from the courses offered by the Department of Psychology.
Total: 15 Hrs.

PSYCHOLOGY MINOR II

PSYC 201 General Psychology
Plus five additional courses from the departmental offerings.
A student planning to minor in Psychology II should consult with a departmental member.
NOTE: All requirements for this minor are available in the evening.

PSYCHOLOGY/SCIENCE MINOR

Restricted Minor: Required for Music Therapy majors; not open to other majors
(Interdisciplinary restricted minor housed in the Psychology Department)
PSYC 201 General Psychology
PSYC 201L General Psychology Lab
PSYC 304 Abnormal Psychology
PSYC 308 The Exceptional Child
PSYC 320 Developmental Psychology
BIOL 213 Human Anatomy & Physiology I
Plus one additional Psychology course
Total: 20 - 22 Hrs.

SOCIOLOGY DEPARTMENT

The Department of Sociology offers a major in Sociology leading to the Bachelor of Arts degree. The Sociology Department also offers minors in Sociology and in Anthropology and houses the minor in Women's Studies.

Sociology Major

Sociology is the systematic analysis of people in groups, from families to large social institutions. Sociologists seek to understand distinctive social processes such as social cohesion, conflict, and change, and to apply this knowledge to social issues challenging the world today. Sociology students will use sociological theory and quantitative and qualitative methods to examine social structures that are shaped by groups, organizations, and institutions.

Careers
A major in Sociology provides a basis for graduate study in the areas of sociology, social work, law, and counseling, as well as a foundation for careers in social services, business, and government. The analytical skills acquired in the major may be applied to market research and program evaluation.

Writing-intensive course requirement
The writing intensive course requirement is met with SOCI 307 and SOCI 307L.

Degree
A major in Sociology leads to the Bachelor of Arts degree.

Evening Programs
All requirements for the Sociology and Sociology-Anthropology minors are offered in the evening.

Requirements
There are 34 hours required for the Sociology major.

Required courses (16 hours):
SOCI 203 Principles of Sociology
SOCI 307 Research Methods
SOCI 307L Lab in Research Methods
SOCI 400 Social Theory
SOCI 411 Advanced Seminar in Sociology
MATH 106 Introductory Statistics
Plus six courses (18 hours) chosen from the following:
ANTH 201 Cultural Anthropology
SOCI 250 Social Issues and Problems
SOCI 303 Social Psychology
SOCI 304 Marriage & Family
SOCI 305 Urban Sociology
SOCI 316 Women in Society
SOCI 330 Directed Individual Study
SOCI 340 Social Inequality
SOCI 345 Racial & Ethnic Minorities
SOCI 350 Topics in Sociology
SOCI 360 Great Writings in Sociology
POLS 334 Modern Political Thought

Minors

ANTHROPOLOGY MINOR
ANTH 201 Cultural Anthropology
Plus choose four of the following courses:
ANTH 320 Anthropology of Latin America
ANTH 330 American Ethnic Communities
ANTH 340 Directed Individual Study
ANTH 350 Topics in Anthropology
SOCI 316 Women in Society
SOCI 345 Racial & Ethnic Minorities
Total: 15 Hrs.

SOCIOLOGY MINOR
SOCI 203 Principles of Sociology
Plus choose four of the following courses:
SOCI 250 Social Issues and Problems
SOCI 303 Social Psychology
SOCI 304 Marriage & The Family
SOCI 305 Urban Sociology
SOCI 307 Research Methods
SOCI 307L Lab in Research Methods
SOCI 316 Women in Society
SOCI 340 Social Inequality
SOCI 345 Racial & Ethnic Minorities
SOCI 350 Topics in Sociology
SOCI 360 Great Writings in Sociology
SOCI 400 Social Theory
POLS 334 Modern Political Thought
Total: 15 Hrs.

SOCIOLOGY-ANTHROPOLOGY MINOR
SOCI 203 Principles of Sociology
ANTH 201 Cultural Anthropology
Plus choose three of the following courses:
SOCI 304 Marriage & The Family
SOCI 316 Women in Society
SOCI 345 Racial & Ethnic Minorities
SOCI 350 Topics in Sociology
ANTH 320 Anthropology of Latin America
ANTH 330 American Ethnic Communities
ANTH 350 Topics in Anthropology
Total: 15 Hrs.

WOMEN'S STUDIES MINOR
(Interdisciplinary minor housed in the Sociology Department)
Choose five of the following courses:
COMM 317 Gender & Communication
ENGL 335 Women Writers
HIST 392 American Women
POLS 320 Ethnic, Minority and Gender Politics
SOCI 316 Women in Society
And topics courses as approved by the Coordinator of the Women's Study Minor
Total: 15 Hrs.

The McColl School of Business

Business Administration Major

The McColl School of Business offers a major in Business Administration leading to the Bachelor of Arts degree. The business major requires 54 to 57 credit hours depending on the choice of electives, or an optional specialization in finance, marketing, entrepreneurship or international business.

EVENING PROGRAMS

Requirements for both the major and minor in Business Administration are offered in both the day and the evening. However, specific electives may need to be taken during the day in order to complete a specialization.

ADMISSION TO THE McCOLL SCHOOL

A student must make formal application and be admitted to the McColl School in order to major in business administration. The application is available on the Queens Web site at http://mccoll.queens.edu/ug. The application form is also available through the student's business faculty advisor. The McColl Undergraduate Admissions Committee reviews and approves applications to the major.

Requirements for admission to the McColl School

- Cumulative grade point average of 2.0
- Prerequisite grade point average of 2.5 with no grade below C-
- All prerequisite courses completed.
- A completed application.

Business Administration Major

Prerequisites: (9 credit hours)
BUSN 207 Financial Accounting
ECON 204 Microeconomics
MATH 110 Quantitative Business Methods
Core Requirements: (36 credit hours)
BUSN 208 Managerial Accounting
BUSN 218 Communications in Business or COMM 217 Business Communications
BUSN 305 Legal Environment of Business
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
BUSN 360 Corporate Finance
BUSN 410 Business Analytics
BUSN 420 International Business
BUSN 460 Business Systems
BUSN 485 Strategic Management
ECON 203 Macroeconomics
MATH 106 Introductory Statistics
Elective Requirements:
Plus 9 credit hours at the 300 or 400 level in business or economics

Business Major with Optional Specializations:

Business Administration Major with a Specialization in Marketing

Prerequisites: (9 credit hours)
BUSN 207 Financial Accounting
ECON 204 Microeconomics
MATH 110 Quantitative Business Methods
Core Requirements: (36 credit hours)
BUSN 208 Managerial Accounting
BUSN 218 Communications in Business or COMM 217 Business Communications
BUSN 305 Legal Environment of Business
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
BUSN 360 Corporate Finance
BUSN 410 Business Analytics
BUSN 420 International Business
BUSN 460 Business Systems
BUSN 485 Strategic Management
ECON 203 Macroeconomics
MATH 106 Introductory Statistics
PLUS the Marketing Specialization (9 hours)
BUSN 452 Marketing Management
BUSN 453 Marketing Research
And one elective in Marketing.

Business Administration Major with a Specialization in Finance

Prerequisites: (9 credit hours)
BUSN 207 Financial Accounting
ECON 204 Microeconomics
MATH 110 Quantitative Business Methods
Core Requirements: (36 credit hours)
BUSN 208 Managerial Accounting
BUSN 218 Communications in Business or COMM 217 Business Communications
BUSN 305 Legal Environment of Business
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
BUSN 360 Corporate Finance
BUSN 410 Business Analytics
BUSN 420 International Business
BUSN 460 Business Systems
BUSN 485 Strategic Management
ECON 203 Macroeconomics
MATH 106 Introductory Statistics
PLUS the Finance Specialization (12 hours)
BUSN 470 Investment Analysis
BUSN 474 Intermediate Corporate Finance
BUSN 476 Financial Markets and Institutions
BUSN 478 International Finance

Business Administration Major with a Specialization in Entrepreneurship

Prerequisites: (9 credit hours)
BUSN 207 Financial Accounting
ECON 204 Microeconomics
MATH 110 Quantitative Business Methods
Core Requirements: (36 credit hours)
BUSN 208 Managerial Accounting
BUSN 218 Communications in Business or COMM 217 Business Communications
BUSN 305 Legal Environment of Business
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
BUSN 360 Corporate Finance
BUSN 410 Business Analytics
BUSN 420 International Business
BUSN 460 Business Systems
BUSN 485 Strategic Management
ECON 203 Macroeconomics
MATH 106 Introductory Statistics
PLUS the Entrepreneurship Specialization (9 hours)
BUSN 303 Introduction to Entrepreneurship
BUSN 403 Innovation and Creativity
BUSN 453 Marketing Research

Business Administration Major with a Specialization in International Business

Prerequisites: (9 credit hours)
BUSN 207 Financial Accounting
ECON 204 Microeconomics
MATH 110 Quantitative Business Methods
Core Requirements: (36 credit hours)
BUSN 208 Managerial Accounting
BUSN 218 Communications in Business or COMM 217 Business Communications
BUSN 305 Legal Environment of Business
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
BUSN 360 Corporate Finance
BUSN 410 Business Analytics
BUSN 420 International Business
BUSN 460 Business Systems
BUSN 485 Strategic Management
ECON 203 Macroeconomics
MATH 106 Introductory Statistics
PLUS the International Business Specialization (9 hours)
BUSN 338 Cross-cultural Management
BUSN 458 or ECON 458 International Economics
BUSN 478 International Finance

Minors

BUSINESS ADMINISTRATION MINOR
BUSN 207 Financial Accounting
BUSN 208 Managerial Accounting
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
BUSN 360 Corporate Finance
ECON 204 Microeconomics
Total 18 Hours

ENTREPRENEURSHIP MINOR
BUSN 207 Financial Accounting
BUSN 303 Introduction to Entrepreneurship
BUSN 340 Principles of Marketing
BUSN 403 Innovation and Creativity
ECON 204 Microeconomics
Total: 15 Hours

GENERAL BUSINESS MINOR
BUSN 207 Financial Accounting
BUSN 333 Principles of Management
BUSN 340 Principles of Marketing
ECON 203 Macroeconomics OR
ECON 204 Microeconomics
Plus one of the following:
BUSN 208 Managerial Accounting
BUSN 305 Legal Environment of Business
BUSN 345 or IDST 305 Leadership
BUSN 372 Consumer Financial Planning
BUSN 420 International Business
ECON 203 Macroeconomics (if not taken as one of the required courses)
ECON 204 Microeconomics (if not taken as one of the required courses)
Total 18 Hours

INTERNATIONAL BUSINESS ENVIRONMENT MINOR
(Interdisciplinary Minor Housed in the McColl School of Business)
BUSN 420 International Business
POLS 250 Introduction Comparative Politics
HIST 202 West in the World* *or a substitute course with permission
Plus choose a focus on Europe or Developing Countries
EUROPE Focus:
  Choose two courses from different disciplines
  ECON 454 International Trade
  HIST 309 Contemporary Europe
  HIST 330 British History
  HIST 331 Russian History
  HIST 332 German History
  POLS 301 European Politics
DEVELOPING COUNTRIES Focus:
  Choose two courses from different disciplines
  ANTH 201 Cultural Anthropology
  ECON 454 International Trade
  HIST 307 Latin American History
  POLS 306 Politics of Developing Countries
Total: 15 Hrs.

LEADERSHIP MINOR
(Interdisciplinary Minor Housed in the McColl School of Business)
IDST 305 Leadership or BUSN 345 Leadership
Plus choose four:
ANTH 201 Cultural Anthropology
BUSN 333 Principles of Management
BUSN 421 Organizational Behavior
COMM 305 Organizational Communication
COMM 322 Interpersonal Communication
POLS 315 Congress & the Presidency
PSYC 201 General Psychology
PSYC 303 Social Psychology
SOCI 316 Women in Society
Total: 15 Hrs.

MARKETING MINOR
BUSN 340 Principles of Marketing
BUSN 452 Marketing Management
BUSN 453 Marketing Research
MATH 106 Introductory Statistics
Plus two electives chosen from:
BUSN 341 Advertising or COMM 306 Integrated Strategic Communication
BUSN 351 Consumer Behavior
BUSN 353 Promotion Management
BUSN 420 International Business
BUSN 455 Sales Management
Total: 18 Hours

PROFESSIONAL GOLF MANAGEMENT MINOR
(Interdisciplinary Minor Housed in the McColl School of Business)
COMM 200 Public Speaking
PSYC 201 General Psychology
Plus four additional courses as specified below. NOTE: A business administration major who wishes to complete the Professional Golf Management minor must select all four additional courses from group 2.
Plus two courses chosen from Group 1:
BUSN 207 Financial Accounting
BUSN 303 Intro to Entrepreneurship
BUSN 340 Principles of Marketing
BUSN 455 Sales Management
Plus two courses chosen from Group 2:
COMM 305 Organizational Communication
COMM 306 Integrated Strategic Communication
COMM 322 Interpersonal Communication
COMM 332 Conflict Management
COMM 356 Sports: Communication & Culture
COMM 357 Sports Promotion & Publicity
COMM 358 Interpersonal Relations in Sports
COMM 359 Sports: Ethics, Law & Media
PSYC 302 Psychology of Personality
PSYC 303 Social Psychology

See also the non-credit **PGM certificate**

Certificates

NON-DEGREE CERTIFICATE

Certificate in Business Foundations

The McColl School of Business offers a Certificate in Business Foundations through Hayworth College. The certificate is designed for individuals seeking to develop knowledge and skills in the foundation areas of business: accounting, marketing, management, finance, and economics.

Admission to the Certificate Program

Individuals who are interested in obtaining a Certificate in Business Foundations should apply to the Hayworth College Admissions Office as a non-degree undergraduate student

Admission Requirements

To be considered for admission as a non-degree student in the business certificate program, an applicant must submit:

- A completed application form, including the application fee.
- Official transcript(s) of all post-secondary academic course work.

Certificate Requirements

This is a 24 credit hour certificate program requiring 15 hours of courses in the business disciplines and 9 hours in related courses. To obtain the certificate, a student must complete the courses with a grade point average of 2.5 with no grade below C-. Up to 6 hours on non-business courses may be accepted as transfer credit. All BUSN courses must be taken at Queens University of Charlotte.

The following courses are required for the certificate:
BUSN 207 Financial Accounting (3 hrs.)
BUSN 208 Managerial Accounting (3 hrs.)
BUSN 333 Principles of Management (3 hrs.)
BUSN 340 Principles of Marketing (3 hrs.)
BUSN 360 Corporate Finance (3 hrs.)
ECON 203 Macroeconomics (3 hrs.)
ECON 204 Microeconomics (3 hrs.)
MATH 106 Introductory Statistics (3 hrs.)

Academic Policies

Undergraduate academic policies apply to all undergraduate students whether they are degree or non-degree students.

James L. Knight School of Communication

The James L. Knight School of Communication prepares consumers and creators of communication messages to become engaged citizens, advocates and leaders in the communities they serve.

The Knight School of Communication offers a major in Communication which leads to a Bachelor of Arts degree. The major in Communication provides students with a solid liberal arts education, enabling them to become better consumers, critics, and creators of communication in a variety of settings.

All Knight School of Communication students choose to focus their studies in relational communication, organizational communication, sports communication, journalism, or media studies. Students interested in the development, analysis, and critique of compositions in various media forms may elect media studies; students interested in how news and public affairs messages are developed for and by the media may elect journalism; students interested in how communication occurs within organizations or between organizations and their publics may elect organizational communication; students interested in sports agency, teams, management, and publicity may elect sports communication; and students interested in the way that interpersonal, intercultural, nonverbal, and gender communication play out across public and private contexts may elect relational communication.

The Knight School of Communication's variety of minors allows students to supplement their major studies with a minor in the communication field. Students from all disciplines outside the Knight School of Communication are invited to minor in communication studies, media studies, journalism, organizational communication, relational communication, or sports communication. All students, including communication majors, may elect to complete a minor in pop culture – an interdisciplinary minor housed in the Knight School of Communication.

Admission to the Knight School of Communication

Students wishing to major in communication must apply to the Knight School of Communication. Applications are available online and through the Knight School of Communication Dean's office.

The Knight School of Communication's Student Qualifications Committee reviews applications to the major and approves students for the major. Acceptance to the Knight School of Communication major programs requires a minimum GPA of 2.2 with no grades below C- in the prerequisite courses.

Evening Programs

The Knight School of Communication is committed to ensuring that major programs are available in both the day and evenings. Students wishing to complete a major in Communication by taking classes solely in the evening and on Saturdays should choose a track of study in either relational communication or organizational communication.

Those wishing to minor in communication taking courses only in the evening should elect a minor in communication studies, relational communication, or organizational communication. Students choosing other major or minor programs of study should note that some day classes will likely be required.

Communication Major

Requirements for the major in Communication are completion of the prerequisite requirements (9 hours), the core requirements (15 hours), and one communication concentration (18 hours) for a total of 42 hours toward the communication major.

Communication Major (42 hours)
Prerequisite requirements (9 hours):
COMM 101 Introduction to Communication Studies
COMM 200 Public Speaking
COMM 202 Writing for Communication (this course meets the university writing-intensive requirement)
Core requirements (15 hours):
COMM 210 Digital Media Production
COMM 250 Communication Theory
COMM 320 Communication Research
COMM 401 Communication Seminar
COMM 495 Communication Capstone
Plus completion of one concentration chosen from organizational communication, relational communication, sports communication, media studies, or journalism (18 hours, see below)

Organizational Communication Concentration (18 hours)
COMM 217 Business Communication
COMM 305 Organizational Communication
COMM 306 Integrated Strategic Communication
COMM 344 Group Dynamics & Team Building
Plus 6 elective hours of courses with COMM prefix

Relational Communication Concentration (18 hours)
COMM 322 Interpersonal Communication
COMM 327 Intercultural Communication
COMM 332 Conflict Management
Choose 2 courses (6 hours) from the list below:
COMM 312 Nonverbal Communication
COMM 317 Gender & Communication
COMM 334 Family Communication
COMM 345 Communicating across Generations
Plus 3 elective hours of courses with COMM prefix

Sports Communication Concentration (18 hours)
COMM 356 Sports: Communication & Culture
COMM 357 Sports Promotion & Publicity
COMM 329 Sports Reporting
COMM 358 Interpersonal Relations in Sports
COMM 359 Sports: Ethics, Law & Media
Plus one additional course (3 hours) with a COMM prefix*

Media Studies Concentration (18 hours)
COMM 343 Mass Communication
COMM 309 Media Aesthetics or COMM 311 Media Criticism
One course in Global or International Media (COMM 325 Global & International Media or COMM 346 Middle East Media)
COMM 364 Media Law
Plus 6 elective hours of courses with COMM prefix

Journalism Concentration (18 hours)
COMM 204 News Writing & Editing
COMM 352 History of American Journalism or COMM 343 Mass Communication
One course in digital journalism (COMM 315, COMM 370, or COMM 401 with a digital journalism title)
One course in reporting (COMM 304, COMM 310, COMM 329, or COMM 401 with a reporting title)
COMM 364 Media Law
Plus one additional course (3 hours) with a COMM prefix*

Minors

COMMUNICATION STUDIES MINOR (18 hrs)
COMM 101 Introduction to Communication Studies
COMM 200 Public Speaking
Plus choose 4 courses (12 hours) with a COMM prefix

ELECTRONIC JOURNALISM MINOR (18 hours)
COMM 101 Introduction to Communication Studies
COMM 210 Digital Media Production
COMM 204 News Writing & Editing
COMM 310 Advanced News Writing: Broadcast
COMM 364 Media Law
Plus choose 1 course (3 hours) from the following:
COMM 353 "We Interrupt this Broadcast!"
COMM 370 Advanced Digital Media Production

MEDIA COMMUNICATION MINOR (18 hrs)
COMM 101 Introduction to Communication Studies
COMM 210 Digital Media Production
COMM 343 Mass Communication
COMM 364 Media Law
One course in media criticism (COMM 309 Media Aesthetics / COMM 311 Media Criticism / COMM351 Film: Process & Product)
One course in global media perspectives (COMM 325 Global & International Media / COMM 346 Middle East Media / COMM 401Communication Seminar with global media-related title)

ORGANIZATIONAL COMMUNICATION MINOR (18 hrs)
COMM 101 Introduction to Communication Studies
COMM 217 Business Communication*
COMM 305 Organizational Communication
COMM 306 Integrated Strategic Communication
Plus choose 2 courses (6 hours) from:
COMM 317 Gender Communication
COMM 322 Interpersonal Communication
COMM 327 Intercultural Communication
COMM 332 Conflict Management
COMM 335 Persuasion
COMM 344 Group Dynamics & Team Building
COMM 357 Sports Promotion & Publicity
COMM 401 Communication Seminar (with organizational-related title)
**All McColl School of Business majors enroll in COMM 217 for their major requirements. COMM 217 cannot apply to both the major and minor. Business majors who choose a minor in Organizational Communication must select an alternate course from the above list to reach the required 18 hours in the Organizational Communication Minor.*

POPULAR CULTURE MINOR (15 hours)*
(Interdisciplinary minor housed in the School of Communication)
COMM 348 Communication and Popular Culture
Plus choose 1 course (3 hours) from the following list:
COMM 231/DRAM 231 Film History & Criticism
COMM 233/DRAM 233 Television History & Criticism
Plus choose 3 courses (9 hours) from the following list:
COMM 311 Media Criticism
COMM 343 Mass Communication
COMM 351 Film: Process & Product

COMM 356 Sports: Communication & Culture
COMM 401 Communication Seminar (with pop-culture-related title)
ART 306 History of Design
ART 315 Art of the Modern Era
ART 325 History of Photography
ART 400 Art Criticism
HIST 289 Seminar in US History (with a pop-culture related title)
HIST 352 History of American Journalism / COMM 352 History of American Journalism
HIST 353 US Top News Stories 1945- / COMM 353 "We Interrupt this Broadcast! "
MUSC 200 From Jazz to Rock 'n' Roll
MUSC 207 Music in America
PHIL 240 Philosophy through Film
**Note: some courses in this minor may require prerequisites.*

PRINT JOURNALISM MINOR (18 hours)
COMM 101 Introduction to Communication Studies
COMM 204 News Writing &Editing
COMM 304 Advanced News Writing: Print
COMM 364 Media Law
Plus choose 2 courses (6 hours) from the following list:
COMM 213 Practicum: Queens Chronicle (at least 3 hours)
COMM 315 Layout and Design
COMM 352 History of American Journalism

RELATIONAL COMMUNICATION MINOR (18 hrs)
COMM 101 Introduction to Communication Studies
Plus choose 5 courses (15 hours) from the following list:
COMM 312 Nonverbal Communication
COMM 317 Gender & Communication
COMM 322 Interpersonal Communication
COMM 327 Intercultural Communication
COMM 332 Conflict Management
COMM 334 Family Communication
COMM 345 Communication Across Generations
COMM 401 Communication Seminar (with relational-related title)

SPORTS COMMUNICATION MINOR (18 hrs)
COMM 101 Introduction to Communication Studies
COMM 356 Sports: Communication & Culture
COMM 357 Sports Promotion & Publicity
COMM 358 Interpersonal Relationships in Sport
COMM 359 Sports: Ethics, Law & Media
Plus choose 1 course (3 hours) from the following:
COMM 305 Organizational Communication
COMM 306 Integrated Strategic Communication
COMM 327 Intercultural Communication
COMM 335 Persuasion
COMM 401 Communication Seminar (with sports-related title)

The Wayland H. Cato, Jr. School of Education

Teacher Education

At Queens University of Charlotte, the education of teachers is the joint responsibility of the faculty of the content area departments and the faculty of the Cato School of Education. The Cato School of Education's objectives state that the education of teachers is threefold: they receive liberal education, they pursue their teaching specialties in-depth and they acquire the necessary professional knowledge and skills needed in teaching. Objectives for each area of licensure are listed in the Teacher Education Handbook, available in the Cato School of Education. Students may obtain a teaching license at the elementary or secondary level within a baccalaureate program.

EVENING PROGRAMS

Requirements for the major in elementary education are offered in both the day and evening.

Cato School of Education's Conceptual Framework: Independent Learner

Queens University of Charlotte has identified the crucial role of the teacher as that of an independent learner. It is critical that teachers keep abreast of current knowledge and skills in their field of study. Their task is to be a model of a learned/learning person for students and through role modeling and instruction to give students the tools that enable them to become independent learners themselves. Independent learners have a high level of curiosity; are intrinsically motivated; reflect on their needs; set personal goals; develop an action plan to attain the goal, practice problem solving, critical thinking and inquiry skills to identify and locate resources needed to achieve the goal; and evaluate the degree to which the goal is achieved. In this recursive model, the independent learner is continually assessing the need to learn. Because of the pace of technology, social and occupational changes in today's society, the static education implied by the traditional transmission of knowledge model of teaching and learning no longer suffices. The full text is available in the Teacher Education Handbook available from the Cato School of Education.

North Carolina Teacher Licensure

Obtaining a North Carolina Class A initial teaching license is possible through programs in Elementary Education (K-6); content areas in French and Spanish (grades K-12); and content areas in Biology, Chemistry, English, Histroy and Social Studies (grades 9-12). All programs are approved by the North Carolina Department of Public Instruction and the National Council for Accreditation of Teacher Education (NCATE), allowing the possibility of licensure reciprocity with other states.

- Students pursuing licensure in Elementary Education (K-6) should major in Elementary Education and can obtain licensure by completing all additional requirements.
- Students pursuing licensure in French or Spanish (K-12) should major in French and/or Spanish and can obtain licensure by completing all additional requirements.
- Students pursuing Secondary Licensure (9-12) must complete the appropriate major and can obtain licensure by completing a minor in secondary education and all additional requirements.

Field Experiences

In conjunction with course requirements, the program requires field experiences in a variety of grade levels in CMS in diverse K-6 settings. Field experiences related to methods courses will be arranged with the course instructor. Each candidate is responsible for completing the field hours required in the methods courses.

Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in a learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one or small group settings

Transition Points in the Teacher Licensure Program

Application to the Teacher Education Program

Students must apply to the Cato School of Education for admission to the Teacher Education Program by the end of the sophomore year, and prior to completing five Education courses for the Elementary Education Program or two education courses for the Secondary Education Program. A student will be applying to either the Elementary Education major or to another Education program.

Requirements for admission include:

- completed TEP application and essay
- positive recommendations by two Queens faculty
- a completed self-assessment
- an overall grade point average of 2.500 and major grade point average of 2.75
- acceptable scores on the ACT, the SAT, or the Pre-Professional Skills Test (PPST)
- registration/payment in Foliotek (5 year subscription)
- approval of the Teacher Education Committee

Retention in the Program

Retention in the program is based on the expectation that students demonstrate the characteristics and dispositions of and conduct themselves as members of the teaching profession. Students may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of the subject
- ability to impart that knowledge
- earning less than a grade of C in any education course
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher

Professional incompetence may be grounds for dismissal from the program and failure to recommend students for licensure.

Application for Student Teaching

Students must apply for student teaching in the term preceding their planned student teaching semester (EDUC499). All course work required for the Education major must be completed before the student teaching semester. (Major and minor course work must be completed for Secondary students.)
To be accepted a student must:

- submit Student Teaching application and essays
- have positive recommendations by two Queens faculty members
- have a cumulative grade point average of 2.500
- have a grade of C or better in all education courses
- have a major grade point average of 2.75
- have acceptable scores on the ACT, the SAT or the Pre-Professional Skills Test (PPST)
- have acceptable Student Disposition Forms from both student and faculty
- be in good standing at the University
- receive the approval of the Teacher Education Committee

STATE-MANDATED TEST

Elementary Education

To be licensed in North Carolina, candidates must pass the Elementary Education specialty area of the PRAXIS II Examination. Information and registration bulletins are available in the Cato School of Education. Currently in North Carolina, the required test for elementary education is:

Elementary Education: Curriculum, Instructional Practices and Applications (Test Code 0015)

Technology Portfolio (Elementary and Secondary Licensure)
To be licensed in North Carolina, candidates must demonstrate computer competencies through portfolios. Information about the portfolio is distributed in EDUC 270/514 Educational Technology. This is required for initial licensure only.

Major in Elementary Education

Writing-intensive course requirement

The writing-intensive course requirement is met with EDUC 224 and EDUC 270.

Degree

The major in Elementary Education leads to the Bachelor of Arts degree.

Requirements for the Major in Elementary Education are:

Professional education requirements (K-6)
EDUC 201 Diversity in Schools
EDUC 224 Foundations and Curriculum in Elementary Education
EDUC 260 Teaching Children with Special Needs in Elementary Schools
EDUC 270 Educational Technology
EDUC 304 Classroom Management and Conflict Resolution
EDUC 305 Literature for Children
EDUC 310 Educational Psychology
EDUC 314 Cultural Arts and Movement in Elementary Education
EDUC 316 K-6 Math for Elementary Teachers
EDUC 335 Critical Issues in Education and School Communities
EDUC 401 Teaching Reading and Other Language Arts
EDUC 402 Diagnosis and Correction of Reading Difficulties
EDUC 411 Social Studies Methods and Materials in Elementary Schools
EDUC 421 Math/Science Methods in Elementary Education Part I
EDUC 422 Math/Science Methods in Elementary Education Part II
EDUC 435 Word Study
Plus PSYC 201 General Psychology
Plus EDUC 499A* Professional Internship - Elementary
**This course fulfills the internship requirement*

Licensure in French or Spanish (K-12)

Requirements for Licensure in French or Spanish (K-12) are:

Completion of a major in French or Spanish
Plus:
EDUC 222 Foundations of American Education-Secondary Students/Foreign Language K-12
EDUC 270 Educational Technology
EDUC 299* Exploratory Internship in Education
EDUC 310 Educational Psychology
EDUC 345 Content Area Reading
EDUC 444 Foreign Language Methods/Materials

* The student must complete the Exploratory Internship at the opposite grade level from student teaching level. EDUC299 may be taken twice.

Secondary Education Licensure (9-12)*

(*Licensure areas are *Biology, Chemistry, English, History, Mathematics* or *Social Studies*)

Requirements Secondary Education Licensure (9-12) are:
Completion of a major in area in which licensure is desired.
Course requirements in the major or additional to the major as noted below.
Plus the Minor in Secondary Education (9-12) below.

Biology: Major in Biology
Chemistry: Major in Chemistry
English: Major in English including ENGL 320 Linguistics and DRAM 231 film History and Critism or DRAM 233 Television History and Criticism
History: Major in History
Mathematics: Major in Mathematics including MATH 209 Discrete Mathematics and Math 304 Geomery.
Social Studies: Major in History plus 21 credit hours in related social sciences including POLS 201 American Politics or POLS 250 Intro to Comparative Politics; ECON 203 Macroeconomics; SOCI 203 Principals of Sociology or SOCI 250 Social Issues and Problems; a 200 level or higher Social Science course (options: ANTH, POLI, SOCI or AMST) and a 300 level or higher Social Science course

Minors

ELEMENTARY EDUCATION MINOR

EDUC 224 Foundations and Curriculum in Elementary Education
EDUC 270 Educational Technology
EDUC 305 Literature for Children
EDUC 310 Educational Psychology
Plus one additional EDUC course
Total: 15 Hrs.

SECONDARY EDUCATION (9-12) MINOR

Restricted Minor open only to students majoring in Biology, Chemistry, English, History, Mathematics or Social Studies
EDUC 222 Foundations of American Education in Secondary Education
EDUC 270 Educational Technology
EDUC 310 Educational Psychology
EDUC 345 Content Area Reading
EDUC 436 Secondary Methods and Materials
Plus EDUC 499C* Professional Internship: Secondary
**This course fulfills the internship requirement*

ANDREW BLAIR COLLEGE of HEALTH

The Presbyterian School of Nursing

The Presbyterian School of Nursing offers a major in nursing leading to the Bachelor of Science in Nursing degree, a major in Nursing leading to the Associate of Science in Nursing degree (*see* ***ASN Program***) and a Master of Science in Nursing degree (*see* ***MSN Program***).

The Bachelor of Science in Nursing Degree

The BSN program provides a learning environment in which the individual can develop a personal and professional value system. High priority is given to academic excellence and clinical experience. Major emphasis is placed on clinical nursing practice in combination with classroom and laboratory instruction. All graduates are prepared to practice professional nursing in a variety of settings and specialties. The curriculum also prepares students for graduate studies in nursing.

Traditional Pre-Licensure Option

The traditional four-year baccalaureate degree program provides opportunities for the development of the professional nurse through courses in the Core Program in the liberal arts; social, behavioral and natural sciences; fine arts and nursing science. Pre-licensure graduates are eligible to apply to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Admission Information

Admission to Queens does not guarantee admission to the nursing major. Acceptance to the nursing major is competitive and selective. Emphasis in the admissions decision is placed on the academic history of the applicant. The intent is to offer admission to those whose academic history indicate a strong likelihood for success in the bachelor degree curriculum. Queens selects the best qualified candidates from those completing the application process and meeting the minimum admission requirements. Applicants are encouraged to complete the application process well in advance of the respective deadline. Application may be made during the semester in which the student anticipates completion of the prerequisites. Generally, applications that are incomplete or not received by the deadline are not reviewed.

Admission Requirements*

- Students may apply to the upper division BSN major after being fully admitted into Queens University of Charlotte through either Hayworth College or the Traditional Undergraduate Program.
- A complete application to the nursing major
- A minimum 2.5 cumulative GPA on all previous course work and in prerequisites
- Completion of all prerequisites with a grade of C- or higher (prior to enrollment).
- Students must provide evidence of successful completion of a state approved Nurse Aide I (NAI) course with a minimum of 28 direct patient care hours and must have a current listing on an NAI Registry prior to enrollment. Additional documentation may be requested at a later date.
- Upon admission students will be required to submit various items such as a physical exam, TB test, and current immunizations, as well as a satisfactory criminal background check, fingerprint check and urine drug screen. Forms and instructions will be provided.
- Students must meet all technical standards as stated in the ***PSON Student Handbook*** prior to enrollment

*Admission requirements are currently under review. Revisions will be posted on the Bachelor of Science Admissions website.

Campus Visits

Prospective students seeking information about admission into the program are encouraged to visit the PSON Admissions Office located at Queens' Fifth Street Campus, 1901 East 5th Street, Charlotte NC.

Students may visit from 10:00 – 11:00 AM, without an appointment, unless otherwise noted on the website. Appointments outside of that time must be scheduled in advance.

Nursing Specific Policies and Procedures

Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for BSN students.

Grading

Please see the current edition of the ***PSON Student Handbook*** for details and grading scale. A final grade of "Unsatisfactory" in the clinical portion of any nursing course automatically results in a course grade of F.

Degree Requirements

Candidates for the Bachelor of Science in Nursing degree are required to fulfill all university graduation requirements as well as the requirements for the Nursing major. Any request for exceptions to the outlined nursing major requirements are to be sent in writing to the chair of the Nursing Student Qualifications Committee (N-SQC.)

Requirements for the Nursing Major for pre-licensure students are:

Prerequisite courses to the major with credit hours:
BIOL 120 Microbiology for Health Professions (with lab) (4)
BIOL 213 Human Anatomy & Physiology I (with lab) (4)
BIOL 214 Human Anatomy & Physiology II (with lab) (4)
CHEM 101 General Chemistry I (with lab) or High School Chemistry
MATH 106 Introductory Statistics (3)
NURS 205 Nutrition (3)
PSYC 201 General Psychology (3)
PSYC 320 Developmental Psychology (3)
SOCI 203 Principles of Sociology (3) or ANTH 201 Cultural Anthropology (3)

Nursing major requirements for pre-licensure students:
NURS 301 Health Assessment across the Lifespan (4)
NURS 305 Pathophysiology (3)
NURS 307 Concepts of Mental Health Nursing (3)
NURS 309 Pharmacological Interventions (3)
NURS 370 Concepts of Professional Nursing (3)
NURS 375 Health Informatics (3)
NURS 391 The Art & Science of Nursing I (6)
NURS 396 The Art & Science of Nursing II (6)
NURS 470 Gerontological Nursing (3)
NURS 474 Research and Evidence (3)
NURS 475 Leadership Development (3)
NURS 491 The Art & Science of Nursing III (6)
NURS 495 The Art & Science of Nursing IV (5)
NURS 496 The Art & Science of Nursing V (4)
NURS 497 The Art & Science of Nursing VI (3)

Total program nursing major requirements: 58 hrs

2471

Accelerated Pre-Licensure Option

The Accelerated Bachelor of Science in Nursing (ABSN) option offers high-achieving adults who already hold a bachelor's degree the opportunity to complete the BSN curriculum in 1 year. Graduates who earn the BSN degree are eligible to apply to take the NCLEX-RN examination to become a Registered Nurse. Graduates are prepared for graduate study in nursing.

Admission Information

Applications are accepted for full time enrollment and with a summer admission only. The option is completed in three consecutive semesters. Emphasis in the admissions decision is placed on the academic history of the applicant. The intent is to offer admission to those whose credentials indicate a strong likelihood for success in the bachelor degree curriculum. Queens selects the best qualified candidates from those completing the application process and meeting the minimum admission requirements. Applicants are encouraged to complete the application process well in advance of the respective deadline. Generally, applications that are incomplete or not received by the deadline are not reviewed.

Admission Requirements*

- A bachelor's degree from a regionally accredited college or university
- A minimum 3.0 cumulative GPA on all previous course work and in course prerequisites
- Completion of all prerequisites with a grade of C- or higher (prior to enrollment).
- Students must provide evidence of successful completion of a state approved Nurse Aide I (NAI) course with a minimum of 28 direct patient care hours and must have a current listing on an NAI Registry prior to enrollment. Additional documentation may be requested at a later date.
- Upon admission students will be required to submit various items such as a physical exam, TB test, and current immunizations, as well as a satisfactory criminal background check, fingerprint check and urine drug screen. Forms and instructions will be provided.
- Students must meet all technical standards as stated in the ***PSON Student Handbook*** prior to enrollment.

*Admission requirements are currently under review. Revisions will be posted on the Bachelor of Science Admissions website.

Nursing Specific Policies and Procedures

Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for BSN students.

Grading

Please see the current edition of the ***PSON Student Handbook*** for details and grading scale. A final grade of "Unsatisfactory" in the clinical portion of any nursing course automatically results in a course grade of F.

Degree Requirements

A student who has earned a bachelor's degree from an accredited university and who has been admitted to pursue a second bachelor's degree from Queens University of Charlotte is not required to complete the General Education requirements of Queens University of Charlotte. However, a second degree candidate must meet the university's residency requirements and all requirements for the major leading to the second degree.

Requirements for the Nursing Major for pre-licensure students are:

Prerequisite courses for the major with credit hours:
BIOL 120 Microbiology for Health Professions (with lab) (4)
BIOL 213 Human Anatomy & Physiology I (with lab) (4)
BIOL 214 Human Anatomy & Physiology II (with lab) (4)
CHEM 101 General Chemistry I (with lab) or High School Chemistry
MATH 106 Introductory Statistics (3)

NURS 205 Nutrition (3)
PSYC 201 General Psychology (3)
PSYC 320 Developmental Psychology (3)
SOCI 203 Principles of Sociology (3) or ANTH 201 Cultural Anthropology (3)

Nursing major requirements for pre-licensure students:
NURS 301 Health Assessment across the Lifespan (4)
NURS 305 Pathophysiology (3)
NURS 307 Concepts of Mental Health Nursing (3)
NURS 309 Pharmacological Interventions (3)
NURS 370 Concepts of Professional Nursing (3)
NURS 375 Health Informatics (3)
NURS 391 The Art & Science of Nursing I (6)
NURS 396 The Art & Science of Nursing II (6)
NURS 470 Gerontological Nursing (3)
NURS 474 Research and Evidence (3)
NURS 475 Leadership Development (3)
NURS 491 The Art & Science of Nursing III (6)
NURS 495 The Art & Science of Nursing IV (5)
NURS 496 The Art & Science of Nursing V (4)
NURS 497 The Art & Science of Nursing VI (3)

Total program nursing major requirements: 58 hrs

RN-to-BSN Option

The RN-to-BSN option at Queens offers a curriculum designed to accommodate the career advancement and the diverse learning needs of registered nurses. The length of the program will depend upon prior academic preparation and individual scheduling.

Admission Information

Emphasis in the admissions decision is placed on the academic history of the applicant. The intent is to offer admission to those whose credentials indicate a strong likelihood for success in the bachelor degree curriculum. Queens selects the best qualified candidates from those completing the application process and meeting the minimum admission requirements. Applicants are encouraged to complete the application process well in advance of the respective term of entry.

Admission to the RN-to-BSN Option is a two-step process. The first step is to apply to Queens through the Hayworth College (see Hayworth College Admissions). Applicants may complete remaining course prerequisites and degree requirements through Hayworth College. The second step is to apply to the RN-to-BSN Option. Applicants may contact the PSON Office of Admissions with questions about the application process.

Upon admission, students are required to submit proof of professional liability insurance (in amounts of not less than $1,000,000 per occurrence and $3,000,000 aggregate).

Admission Requirements*

- Admission to Queens through Hayworth College Admissions
- Completion of all prerequisites with a grade of C- or higher (prior to enrollment)
- May have no more than 4 credit hours of the prerequisite courses remaining
- Students may take up to 9 credit hours prior to earning an unrestricted RN license

*Admission requirements are currently under review. Revisions will be posted on the Bachelor of Science Admissions website.

Transfer Credit

When a student enters Queens with prior academic credit from a regionally accredited institution the Registrar evaluates those credits for transfer and determines whether or not any transferred courses are equivalent to any courses at Queens. Equivalent courses may meet prerequisites or degree requirements.

Nursing Specific Policies and Procedures

Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for BSN students.

Grading

Please see the current edition of the ***PSON Student Handbook*** for details and grading scale. A final grade of "Unsatisfactory" in the clinical portion of any nursing course automatically results in a course grade of F.

Degree Requirements

Candidates for the BSN degree must meet all Hayworth College degree requirements as well as the requirements for the Nursing Major. Be aware that the prerequisites to the major, shown below, will also meet several of those degree requirements.

Additional General Education Requirements

In addition to nursing courses, RN-to-BSN students must satisfy the general education requirements of Hayworth College. The number of courses each student is required to take is dependent on the student's previous academic achievement. For lists of courses meeting these requirements see Hayworth College General Education requirements. Depending on the number of hours transferred, electives may be needed in order to achieve the required 120 credit hours for the degree.

Requirements for the RN-to-BSN Major:

Prerequisite courses for the major with credit hours:
BIOL 120 Microbiology for Health Professions (with lab) (4)
BIOL 213 Human Anatomy & Physiology I (with lab) (4)
BIOL 214 Human Anatomy & Physiology II (with lab) (4)
CHEM 101 General Chemistry I (with lab) or High School Chemistry
MATH 106 Introductory Statistics (3)
NURS 205 Nutrition (3)
PSYC 201 General Psychology (3)
PSYC 320 Developmental Psychology (3)
SOCI 203 Principles of Sociology (3) or ANTH 201 Cultural Anthropology (3)

Nursing major courses for RN-to-BSN students:
NURS 302 Health Assessment Across the Lifespan (4)
NURS 310 Nursing: A Practice Discipline* (3)
NURS 360 Topics in Nursing (Topic varies)
NURS 375 Health Informatics (3)
NURS 402 Community Health Nursing** (6)
NURS 442 Complex Nursing Situations** (6)
NURS 454 Nursing Perspectives (3)
NURS 470 Gerontological Nursing (3)
NURS 474 Research & Evidence (3)
NURS 475 Leadership Development (3)

Total program nursing major requirements: 36 hrs

*Upon completion of NURS 310 as validation, RNs will be awarded 36 credits toward the degree for previous academic work.
**Clinical courses are competency based.

Residency Requirement

Normally a student earning their first baccalaureate degree must complete at least 45 credit hours for the degree at Queens. However, the residency is reduced to 36 hours for students in the RN-to-BSN program.

RN-to-MSN Option (Dual Enrollment Option)

Qualified registered nurses may be eligible for the accelerated RN-to-MSN option. Registered nurses who have completed all designated nursing and prerequisite requirements can work with their advisor in making application to this program.

Step one: Admission to the RN-to-BSN Option

Students must be accepted into the RN-to-BSN option before they are eligible to apply for the RN-to-MSN option. Please refer to the RN-to-BSN admissions requirements and information for more details.

Step Two: Admission to the RN-to-MSN Option

The following are required to be considered for admission to the RN-to-MSN Option:

1. A completed RN-to-MSN application submitted during the first semester of enrollment in the RN-to-BSN Option.
2. A cumulative GPA at Queens of 3.0 or better.
3. Evidence of a cumulative GPA of at least 3.0 on a 4.0 scale in the last 60 hours of course work.
4. Two letters of recommendation focused on the candidate's ability to be successful in the accelerated RN-MSN option..
5. Statement of purpose and professional goals.

If applying during the first semester, admissions decisions will be made after grades have posted.

RN-to-MSN Course Substitutions

Students admitted to the RN-to-MSN program are allowed to take three courses (9 credit hours) at the graduate level in place of three courses normally taken at the undergraduate level for the BSN. Specifically:

- NURS 628 Informatics in Health Care may be taken instead of NURS 375 Health Informatics
- NURS 624 Health Policy may be taken instead of NURS 475 Leadership Development
- NURS 612 Theoretical Foundations may be taken instead of NURS 454 Nursing Perspectives

All requirements for the baccalaureate degree, including the residency requirement, must be met before the BSN is awarded. The BSN must be completed before the student may progress further towards the MSN.

MINORS

HEALTH SCIENCES MINOR

(Interdisciplinary minor housed in the Presbyterian School of Nursing)

MATH 106 Introductory Statistics
Plus choose two courses from the following (a total of at least 8 credit hours):
BIOL 120 Microbiology for Health Professions
BIOL 213 Anatomy and Physiology I
BIOL 214 Anatomy and Physiology II
Plus choose two courses from the following (a total of at least 6 credit hours):
ANTH 201 Cultural Anthropology
PSYC 201 General Psychology
PSYC 320 Developmental Psychology
SOCI 203 Principles of Sociology

PUBLIC HEALTH MINOR

(Interdisciplinary minor housed in the Blair College of Health)

Required courses:

HLTH 200 Introduction to Public Health
HLTH 300 Introduction to Epidemiology
ENVR 220 Data Analysis for Natural Science
Plus 3 courses: 2 courses chosen from either Group A Natural Sciences or Group B Human Sciences, and 1 course chosen from Group C. Caution: The selection of Group A or Group B may be affected by the student's major (See ***Double Dipping Policy****)*

Group A: Natural Sciences*

**General Education Requirements must be satisfied (BIOL 100 and/or BIOL 120)*

BIOL120 Microbiology for Health Professions
BIOL 213/214 Anatomy and Physiology I and II *
BIOL304 Ecology (and Lab)
BIOL 313/314 Anatomy and Physiology I and II *
BIOL 322 Introduction to Immunology
BIOL 401 Comparative Physiology (and Lab)
BIOL 402 Genetics (and Lab)
CHEM 101 General Chemistry and CHEM 101L Lab
CHEM 303 Organic Chemistry I and CHEM 303L Lab
CHEM 401 Biochemistry and CHEM 401 Lab
ENVR101 Environmental Science (and Lab)
NURS 105 Medical Terminology
**theses two courses must be taken sequentially*

Group B: Human Sciences

HCSV 101 Introduction to Community Services
HCSV 338 Cross Cultural Issues in HCSV
HCSV 370 Pgrm Eval/Outcome Measure NonProfit
HLTH 328 Structure & Function US Healthcare
NURS 205 Nutrition
NURS 432 Health, Healing and Wholeness
NURS 360 Topics in Nursing
PSYC 201 General Psychology
PSYC 304 Abnormal Psychology
PSYC 320 Developmental Psychology
PSYC 404 Child/Adolescent Psychopathology
SOCI 303 Social Psychology
SOCI 305 Urban Sociology
SOCI 316 Women in Society

Group C: Related Topics

ENVR 320 Environmental Economics
ENVR 325 Environmental Philosophy or PHIL325 Environmental Philosophy
PHIL 305 Medical Ethics
POLS 240 Intro to Public Policy Analysis
POLS 340 Environmental Politics
POLS320 Ethnic, Minority & Gender Politics
SOCI 340 Social Inequality
SOCI 345 Racial & Ethnic Minorities
SPAN 103 Spanish for Health Professionals
SPAN270 Intermediate Topics in Spanish

Total: Minimum of 19 Hrs

Undergraduate Academic Policies

See Also ***Student Rights and Responsibilities***

The following policies apply to all undergraduates enrolled in the traditional Undergraduate Program or in the Hayworth College program.

Abandoning a Class

A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class.

Academic Responsibility

While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for a degree.

Academic Advising

To assist the student with this responsibility, each student is assigned an academic advisor. It is the student's responsibility to schedule appointments with his or her academic advisor as often as necessary in order to plan course schedules for each term, and to discuss current academic questions and problems.

Adding a Second Major After Graduation

Queens alumni who wish to return to add a second major may do so by fulfilling only the major requirements as stipulated in the catalog for the year of re-entry to Queens, so long as the second major leads to the same degree already earned.

Auditing Courses

The student receives no credit for an audited course, but the grade "AU" will appear on the student's transcript. Drop/Add and course withdrawal policies apply to audited courses and auditors are expected to attend class regularly. Some courses may be closed to auditors. Regular tuition charges apply. A student in the Traditional Undergraduate Program who is enrolled in 12 to 16 credit hours and maintaining a cumulative grade point average of 3.000 or better may audit a course with the prior approval of the advisor and the Registrar. A Hayworth College student may audit a course with the consent of the dean of Hayworth College.

Catalog of Entry

In general, a student must fulfill the degree and major requirements set forth in the Catalog which was current when the student matriculated. Other academic policies amended while a student is enrolled at Queens may well be deemed to apply regardless of the policies stated in the Catalog of entry. Further, curricular exigencies or other circumstances may require the University to modify degree or major requirements from those at entry and that right is reserved. Should a student leave the University and be readmitted, their catalog of entry will change to the catalog in effect at the time of their return.

Class Attendance

In general, students are expected to attend all class sessions. Specific policies are set for each course by individual faculty members and should be printed in the syllabus and announced at the beginning of the term. It is the student's responsibility to know the attendance policy in a particular course.

A faculty member will, if possible, allow a student to make up or complete academic assignments when the student misses class because of illness or for other justifiable reasons. A faculty member will, if possible, allow one additional absence beyond the number normally permitted to a student who misses class while representing the University at official University functions and will, if possible, allow a student to make up missed quizzes or make other arrangements for missed quizzes or tests. It is the student's responsibility to notify the professor of such absences in advance and in writing.

It is expected that a student will only use other absences for legitimate purposes such as personal or family illness or crises. It is a violation of the Honor Code for a student to be untruthful about a class absence. The student is always responsible for notifying faculty of anticipated absences. University offices may not excuse students for class absences. They may, however, notify faculty members upon request when illness or grave circumstances beyond the student's control necessitate a class absence.

Diplomas

Students who complete their requirements during a summer or fall term will receive their diplomas by mail. Students who complete their requirements in a spring term will receive their diploma at the commencement ceremony. All students, including those who complete a degree in a preceding summer or fall term, are encouraged to attend the May commencement ceremony.

Course Load

Course load for students admitted to the Traditional Undergraduate Program

The University considers 12-16 hours as a normal full-time course load during fall or spring semesters, but recognizes that some majors or programs could require up to 18 hours in some semesters. Should a student wish to enroll for more than 18 hours, he or she may do so but must have a 3.000 grade point average and permission of his or her advisor. A student who wishes to enroll for more than 18 hours, but does not have at least a 3.000 grade point average, must have the permission of his or her advisor as well as the advisor's department chair. Exceptions for music therapy majors will be made by the director of the music therapy program.

Course load for students admitted to the Hayworth College Program

Adult students attending Queens in the evening while working full time typically carry from six to nine credit hours per term. A student who wishes to take more than 12 hours should consult the academic advisor.

Dean's Lists

Traditional Undergraduate Program: Degree candidates who achieve a term average of 3.500 in at least 12 hours of graded academic work are named to the Dean's List. A student with an incomplete grade will not be considered for the Dean's List. Courses in which the grade of "P" is earned, and courses numbered 099, will not count towards the 12-hour minimum.

Hayworth College Undergraduate Program: An annual Dean's List is also compiled for Hayworth College students. Each spring a Hayworth College Dean's List is compiled naming those Hayworth College undergraduate degree candidates who qualified during the previous calendar year. For this purpose, the year begins in the spring term, and continues through the summer term, and concludes with the fall term. Degree candidates who have no outstanding incomplete grades and who have completed, during this time period, a minimum of 12 hours of college-level credit on a graded basis with a grade point average of 3.500 or better in the hours during this time period, are eligible for the Hayworth College Dean's List.

Double Dipping: Using One Course to Meet Two Requirements

Students may use no more than two courses to satisfy at most two separate graduation requirements each. Proficiency Requirements are exempt from this double dipping policy.
*See also related policy under **Minors**.*

Dropping or Adding a Course - See *also **Withdrawal and Financial Obligations.***

The drop and add period is limited. The deadline is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Office web site. When a course is dropped during the Drop/Add period that course is not reflected on the student's transcript. A student who drops all courses at Queens in his or her first semester of attendance will not have matriculated into the University.

Eligibility to Represent the University

Students who are on academic probation, on social probation for six weeks or longer, or suspended from a class or from the University, are not eligible to represent the University in off campus extracurricular activities, to participate in varsity athletics, to hold campus office or to run for campus office until the probation or sanction is lifted.

Earning Double Majors

A student may double major by completing all requirements in two different majors that lead to the same baccalaureate degree. Departmental restrictions may apply. The student who wishes to double major should check with his or her advisor.

Earning Dual Degrees Simultaneously

A student may earn two different bachelors degrees simultaneously provided that he or she completes different majors leading to different degrees, and earns at Queens at least 30 additional credit hours beyond the minimum hours required for a single bachelor's degree.

Earning a Second Bachelors Degree

A student who has earned a bachelor's degree from a regionally accredited university and who has been admitted to pursue a second bachelors degree from Queens University of Charlotte is not required to complete the General Education requirements of Queens University of Charlotte. However, a second degree candidate must meet the university's residency requirements and all requirements for the major leading to the second degree. The residency requirement for second degree candidates is reduced from 45 credit hours to 31 credit hours. For Queens' graduates pursuing a second degree from Queens, these hours must be in addition to the hours earned for the first degree.

Grade Point Average

A student's cumulative grade point average at Queens is based solely on academic work at Queens and is not affected by course credit earned at another institution. The grade point average is used to determine eligibility for graduation. It is calculated by dividing the total number of points by the total number of graded credit hours attempted.

Grading

Queens uses the following system of grades and grade point values per credit hour for undergraduate classes:

Grade	Grade Point Value	Interpretation
A	4.000	Superior
A–	3.700	
B+	3.500	
B	3.000	Good
B–	2.700	
C+	2.500	
C	2.000	Satisfactory
C–	1.700	
D+	1.500	
D	1.000	Poor
F	0.000	Fail
P	(0)	Pass
AU	(0)	Audit

W Withdrew – no effect on grade points

I Incomplete "I" is a temporary grade that will become a letter grade upon either completion or the end of the time period for completion. No effect on grade points.

Grade	Grade Point Value	Interpretation
K		"K" is a temporary grade given at end of first term of a two-term course to indicate satisfactory progress. Will be replaced by letter grade upon completion of the second-term of the course. No effect on grade points.
IP		In Progress. "IP" is a temporary grade used on a transcript printed before the end of the term and will be replaced by letter grade upon completion of the term. No effect on grade points.

Grade Appeals

The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and transcription of grades), not the qualitative and subjective elements of grading.

Students who believe they have detected an error in the computation or transcription of a grade should initiate the challenge process by the end of the first month in the following term in which the disputed grade was given, by consulting with the faculty member concerned. If a satisfactory agreement is not reached, the student should consult with the chair of the department in which the dispute occurred. If a satisfactory agreement is still not reached, the student should consult with the faculty member's dean.

Grade reports are provided to students at the end of each term. Midterm reports are issued to students in the traditional undergraduate program in the fall and spring terms to indicate special difficulties in course work in progress. Only final course grades are permanently recorded.

Pass/No Record

Pass/No Record (P/NR) is a grading system designed to encourage students to explore new areas. The grade of "P" is recorded when a student earns a grade of C- or better in the course. If a student earns a D+, D or F, the "Z" designation is used on the student's grade report, but is not recorded on the student's permanent academic record and does not affect the student's cumulative grade point average.

Some courses are designated P/N for all students. Other courses may not be taken P/N by any students. A student may take up to two elective courses per academic year, but no more than one course per term, on a P/N basis. Only elective courses may be taken on a P/N basis. A course that will meet a specific degree requirement, such as a general education requirement or major requirement, may be taken on a P/N basis only with special permission.

A student must request the P/N grade status at registration or during the drop/add period. However, the student who has begun a course with the P/N grade status can change to a regular graded basis until the date on the term calendar designated "last day to withdraw from a course." The student is responsible for requesting this change in writing from the Registrar's Office prior to this deadline.

Pass/Fail

Pass/Fail is the grading system used for specially designated courses. The grade of "P" is recorded when a student earns a grade of C– or better in the course. An F is recorded when the work is unsatisfactory. "P/F" differs from "P/NR" in that Fs are recorded on the student's permanent academic record, while NRs are not.

Incomplete Status

The grade of Incomplete (I) is given at the discretion of the instructor and only when unusual circumstances make it impossible for the student to complete the course work by the end of the term. The instructor is responsible completing the appropriate form from the Office of the Registrar. The student is responsible for arranging to complete incomplete work. A grade of "I" received during fall term must be changed to a regular letter grade by the end of the second full week of regular classes of spring term; an "I" received during spring term or summer term must be changed to a regular letter grade by the end of the second full week of regular classes of fall term. However, a student on academic probation who receives an "I" must complete the course work and receive a regular letter grade at least 72 hours prior to the first day of class for the subsequent term. A grade “I” automatically becomes an “F” if the student fails to make up incomplete work satisfactorily by the above deadlines. Conversion of an “I” to a regular grade may affect financial aid.

The Undergraduate Student Qualifications Committee (U-SQC) will review end-of-term transcripts of students who receive an “I.” The U-SQC will regard the Incomplete as grade neutral; therefore, the “I” will not affect the student’s grade point average until the “I” is converted to a regular grade. Nor will the “I” impact the potential of academic sanctions resulting from a student’s term and/or cumulative grade point average.

Repeated Courses

Some courses are specifically listed “may be repeated for credit.” The following policies refer to repeating any other course. If a student fails a course, the student may repeat that course only once, either at Queens, or at another regionally accredited institution with prior approval of the appropriate department chair or dean. The F grade will remain on the student’s record. If the course is repeated at Queens, both the F and the second grade will be figured into the student’s cumulative grade point average. If a course is repeated at another institution, the credit (but not the grade) will transfer; thus the original F only will be figured into the cumulative average. A student also may elect to repeat a course at Queens in order to demonstrate mastery of the material. In this case, both the original and the second grade will be figured into the student’s grade-point average; no additional credit hours will be awarded. In either case, a course may be repeated only once, either at Queens or at another institution. No more than two courses in the student’s major field may be repeated. Tuition is charged for all repeated courses.

Graduation

A student may receive a degree only after meeting all degree requirements.

Graduation Application

It is the student’s responsibility to be aware of progress toward the degree and to submit a completed Application for Graduation form to the Registrar’s Office by the deadline posted on the Registrar’s web site. Application forms are available from the academic advisor and the Registrar’s Office and are also available on the Registrar’s Office web site.

Graduation with Honors

Summa cum laude, magna cum laude, and cum laude honors are awarded by the University for academic excellence. Summa cum laude is awarded to students who have a grade point average of 3.850; magna cum laude is awarded to students who have a grade point average of 3.650; and cum laude to students who have a grade point average of 3.500. The grade point average will be determined only by work taken at Queens, and a student must have completed at least 60 hours at Queens to be eligible for graduation with honors.

Commencement Exercises

Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms and in the current spring term. The degree awarded is posted on the student’s transcript at the end of the term in which all requirements have been completed.

Leave of Absence

With the endorsement of the academic advisor, a student in good standing (with a cumulative GPA of 2.000 or above) may request a leave of absence from Queens. A student in the traditional undergraduate program may be granted a leave of absence for up to two consecutive terms. A student in the Hayworth College program may be granted a leave of absence for up to three terms including the summer term. Approval for a leave of absence may be granted for medical or personal reasons, or to enroll in an off-campus academic program or experience that supports the student’s program of study. If the student plans to take courses away while on leave, prior approval must be received for all courses to be taken at other institutions to ensure those credits will transfer and apply to the degree program at Queens. Contact the Registrar's Office for more information.

Returning from a Leave of Absence

A student returning from an approved leave of absence should contact the Office of the Registrar prior to his/her return to Queens. If returning within the approved timeframe (two academic terms) the student may simply resume the degree and major programs in effect at the time leave was granted (their original catalog of entry). In addition, if the student was given prior approval to enroll in another institution while absent from Queens, the student must request a copy of the transcript be sent to the Queens Registrar for review of the transfer credit. A student who does not return within the allotted timeframe will be considered an inactive student and must apply for readmission in order to return.

Non-Degree Student Policies

Non-degree students may attempt no more than a cumulative total of 15 credit hours unless admitted to a specific non-degree program of study requiring more than 15 hours. After attempting 15 credit hours the non-degree student must either apply for admission as a degree candidate or request special permission to continue. Non-degree students must maintain a grade point average of 2.000 comply with all University policies and regulations.

Program-of-Entry

Admission and Dismissal from the Program-of-Entry

A student is admitted to one University program: the Traditional Undergraduate Program, the Hayworth College program, the ASN program, or a graduate program. However, a student admitted to the Traditional Undergraduate Program may be simultaneously admitted to the ASN program upon acceptance into the School of Nursing's *Nurse Fellows Track*. The student who wishes to move his/her program-of-entry to another program must apply through the appropriate Admissions Office. A student who has been dismissed from their program-of-entry is dismissed from Queens University of Charlotte and must apply for readmission.

Transfer Between Programs

A student who has been admitted into a Queens undergraduate program who has and completed at least one term, and who then wishes to transfer to a different program, may make formal application through the appropriate Office of Admissions provided that the student has earned a minimum cumulative grade point average of 2.000 at Queens University of Charlotte, is not on any type of academic or social probation, and is in good standing with the University. A form requesting permission to apply to transfer is available from the offices of admissions must be submitted prior to application for admission. A student who transfers to a different program must then complete all of that program's degree requirements, follow that program's policies, pay that program's tuition and fees, and will be eligible only for that program's services and financial aid options.

Readmission

A student who has withdrawn in good academic standing and wishes to return to Queens may apply for readmission by submitting an application to the Undergraduate Office of Admissions. If the student has taken classes at another institution, the student should provide a statement of good standing from the Dean of Students office. In addition, two original transcripts of any work attempted at other institutions must be sent to the Office of Admissions. A student who wishes to be admitted following dismissal from the University must apply through the Readmission Committee of the Undergraduate Office of Admissions. A student who has medically withdrawn from the University must provide a letter from their attending physician describing the medical condition and providing clearance for the student to return to Queens.

Registration

A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar. An undergraduate may register for any undergraduate course for which they have the prerequisites as long as space is available

and there are no special restrictions on the course. A student who registers for a course outside of their program of entry must follow that program's calendar and policies.
See also ***Dropping or Adding a Course*** and ***Withdrawing from a Course***.

Student Qualifications– Probation and Dismissal

Student Qualifications

The faculty has established standards of satisfactory academic progress which are administered by the University's Undergraduate Student Qualifications Committee (U-SQC).

Academic Probation and Dismissal

Admission on Probation

A student admitted on academic probation must meet the terms of probation set in his/her admission letter, which may vary, in order to be allowed to continue in the program.

Determining Probation or Dismissal

At the end of each term the U-SQC reviews the record of each student in academic difficulty. The record of any undergraduate student (degree or non-degree; part-time or full-time) will be reviewed after attempting a minimum of nine (9) credit hours at Queens University of Charlotte.

Students must maintain a cumulative grade point average (cumulative GPA) for classes completed at Queens University that meets or exceeds a minimum cumulative GPA requirement. The minimum cumulative GPA is based on credit hours used for evaluation purposes. The number of credit hours used for evaluation purposes is equal to the number of earned credit hours plus credit hours for courses taken at Queens for which a student receives a grade of F. A student whose cumulative GPA at Queens falls below the following levels is placed on academic probation.

Minimum Class Standing Required

GPA Hours Used for Evaluation	Min. Cumulative GPA Required
0-12	1.500
13-37	1.800
38-70	1.900
71 or more	2.000

The First Review to Determine Academic Probation or Dismissal

A student whose cumulative GPA falls below the minimum cumulative GPA requirement, but whose term GPA is above 1.000 is placed on academic probation. A student whose term GPA falls below 1.000 and whose cumulative GPA falls below the minimum cumulative GPA requirement will be academically dismissed from the University.

Subsequent Reviews

The committee will review a student previously placed on probation, or admitted/readmitted on probation, after the full-time student has attempted nine (9) or more credit hours since being placed on probation, or the part-time student has attempted six (6) or more credit hours since being placed on probation. The student must have earned a term GPA of 2.000. If not, regardless of the cumulative GPA, the student will be academically dismissed from the University. If the term GPA is 2.000 or above, but the cumulative GPA is below the minimum cumulative GPA requirement, the committee may choose to continue the student on probation for one more term or to academically dismiss the student from the University. If the term GPA is 2.000 or above, and the cumulative GPA meets the minimum cumulative GPA requirement, the committee will remove the probation.

Appeal

A student has the right to present a written appeal with additional information concerning U-SQC decisions to the U-SQC. The appeal must be submitted electronically to the Dean or Dean's designate in the School or College in which the student is housed and copied to the Registrar and Chair of the U-SQC. The deadline for appeals to academic dismissal is before the first day of the next term after the dismissal decision has been rendered. The deadline for appeals to academic probation or late drop/withdraw decisions is the last day to drop classes in the next term after the probation or late drop/withdraw decision has been rendered. The student will receive written notice of the decision. The decision of the committee in regard to the appeal is final.

Restrictions While on Probation

A student on probation may not enroll in more than 15 credit hours in any one term; will be reviewed again after having attempted nine (9) or more credit hours since being placed on probation; must complete the course work for all courses with an incomplete grade (grade of "I") and receive a letter grade at least 72 hours prior to the first day of class for the next term; may not represent the University in off-campus extracurricular activities, participate in varsity athletics, hold campus office or run for campus office, until the probation or sanction is lifted.

Probation and Federal Financial Aid

A student admitted or placed on probation by U-SQC may receive federal financial aid only for one term.

Readmission Following Academic Dismissal

A student who has been academically dismissed from the University may apply for readmission. The student should attempt and successfully complete nine (9) or more graded credit hours in a single semester at a regionally accredited institution (A student must earn a C or better in all courses taken); submit an application for readmission; submit official transcripts showing the successful completion of these courses; submit a personal statement stating their goals and accomplishments since leaving Queens; and submit a memo to the University Student Qualifications Committee stating why they want to return to Queens.

A student readmitted to the University is normally admitted on probation and reviewed after the first term based on the guidelines above for Subsequent Reviews. Readmitted students are subject to the academic requirements in effect at the time of readmission (catalog of entry of the term readmitted).

Student Status

Class Status

Students are assigned class status according to the number of credit hours earned. A freshman has earned from 0 to 23 credit hours. A sophomore has earned 24 to 51 credit hours. A junior has earned 52 to 89 credit hours. A senior has earned 90 or more credit hours.

Full-Time / Part-Time Status

Undergraduates enrolled in 12 or more credit hours per term are considered full-time students. Undergraduates enrolled in 1-11 credit hours per term are considered part-time students.

Transfer Students

The student who enters Queens with prior academic credit from another regionally accredited institution is considered a transfer student. The Registrar will audit the transcripts to determine the transfer student's class status, the credit hours awarded and their applicability to Queens' graduation requirements. Transfer students must meet all degree requirements in their catalog of entry including the residency requirements.

Non-Degree Student Status

A student who applies to Queens without the intent to earn a bachelor's degree is admitted as non-degree student.

Visiting Student Status

A degree candidate at another college or University who is taking courses at Queens by special arrangement is considered a visiting student.

Charlotte Area Educational Consortium (CAEC) Student Status

Degree-seeking students at the area colleges which make up the Charlotte Area Educational Consortium may enroll in a course at Queens during the fall or spring terms. Special policies apply.

Taking Courses at Charlotte Area Educational Consortium Institutions

Students paying the comprehensive fee may enroll in a course at one of the 23 CAEC institutions with no additional charge if the course is not offered at Queens. Arrangements for registration at another CAEC institution are made through the Registrar's Office. See the Registrar for additional information.

Taking Courses at Other Institutions

After admission to Queens a student must receive prior approval to take a course at another institution in order for the credit to be transferred back to Queens. Generally the course must be equivalent to or supplemental to a course offered at Queens. In order to transfer credit to Queens for a course taken at another institution a Queens student must (1) complete the Undergraduate Transfer Credit Approval form and secure all required signatures of approval, (2) earn a grade of "C-" or better in the course, and (3) have the other institution send an official transcript of the coursework to the Registrar at Queens University of Charlotte. The form is available on the web site of the Registrar's Office.

Transfer Credit and Prior Learning Assessment Policies

Advanced Placement Credit (AP)

Students who have completed college-level work in their secondary schools should take the appropriate Advanced Placement (AP) test administered by the CEEB. In most subjects Queens grants advanced placement and course credit automatically if the student scores either 4 or 5 on such tests.

International Baccalaureate (IB)

Queens will grant six semester hours of elective credit in each area in which a student has achieved a score of 5, 6 or 7 in a higher level examination. Assignment of specific course credit will be determined at the student's request and the discretion of the individual department. Students who earn a 5, 6 or 7 on the English portion of the IB examination (or 4, 5 on the AP English examination) will receive credit for English 110 and will be required to take English 120 in the spring semester of the freshman year.

College Level Examination Program (CLEP)

Queens awards credit and advanced placement to students who score satisfactorily on approved subject level tests of the CLEP. Detailed information is available from the Registrar's Office.

Foreign Language Placement

All entering freshmen take a foreign language placement test during new student orientation. The score earned may allow students to place out of one or both years of the foreign language requirement. Tests are given in Spanish, French, Latin and German.

Credits from Two-Year Institutions

Courses transferred from two-year institutions are classified as either 100- or 200-level courses. No more than 60 academic credit hours will be accepted in transfer from two year institutions.* Credits transferred from a two-year college **may not** be used to meet the 36 credit hour requirement, regardless of the level of comparable Queens courses.

*Queens University of Charlotte does participate in a comprehensive articulation agreement between the University of North Carolina and the North Carolina Community College System., and will accept

64 credit hours will be accepted in transfer from graduates of North Carolina public two-year institutions.

Physical Education Credits No more than four (4) credit hours in physical education may be applied to the hours required for graduation.

Duplicate Credit Duplicate credit will not be awarded in the event AP and/or IB examination credit is accepted or if the scores duplicate credit already earned.

Limits on AP, IB and CLEP Credit Awarded Total combined AP, IB and CLEP credit awarded will not exceed 38 semester hours. Neither grades nor quality points will be awarded, nor may AP, IB or CLEP credits satisfy the final 30 hours required for graduation from Queens. Official AP, IB and CLEP scores should be submitted to the Queens Registrar. Information on transferred credit and course credit equivalencies can be found on the Queens Web site at www.queens.edu.

Radiologic Technologist Certification
Thirty credit hours are accepted for those persons certified by the American Registry of Radiologic Technologists. A copy of the student's certification or proof of certification is required.

Transfer Credits
When a student enters Queens with prior academic credit from a regionally accredited institution, the Registrar evaluates those credits for transfer, and determines the student's class status. In order to transfer credit to Queens from another institution the student must have earned a grade of "C-" or better in the course. The Registrar's evaluation of transferred credits will also determine whether or not any transferred courses are equivalent to any courses at Queens.

Withdrawing from a Course - *See also* ***Withdrawal and Financial Obligations.***

Withdrawal from a Course
After the drop/add period has ended the student who does not wish to continue in a course must Withdraw from the course. The withdrawal period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Office web site. A status of "W" will be recorded if the student withdraws during the withdrawal period.

Late Withdrawal from a Course
After the deadline for withdrawal, a student may only withdraw from a course with the approval from the Student Qualifications Committee.

Withdrawal from the University - *See also* ***Withdrawal and Financial Obligations.***

Withdrawal by the Student
A student in the traditional undergraduate program who chooses to drop or withdraw from all courses in which he or she is enrolled must withdraw from the University.

A Hayworth College student who chooses to drop or withdraw from all courses in which he or she is enrolled may either withdraw from the courses, or withdraw from the University. To withdraw from the University a student must complete the Official Withdrawal Form available in the Office of the Registrar.

Upon withdrawal from the University, the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled. The student will receive written confirmation that the courses have been dropped/withdrawn. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or financial aid funding. A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance.

Withdrawal by the University
A student in the traditional undergraduate program must maintain continuous enrollment at Queens (excluding the summer term) to remain an active student. If the student does not maintain continuous enrollment (is absent either fall or spring term without appropriate approval), he/she will become an inactive student and must apply for readmission in order to return.

A student in the Hayworth College program does not have to maintain continuous enrollment to remain an active student, but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, he/she will become an inactive student and must apply for readmission in order to return.

In addition, the University reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

Readmission after Withdrawal
A student who has withdrawn from the University, been dismissed from the University, or become inactive must apply for readmission in order to return.

Associate of Science in Nursing Program

ANDREW BLAIR COLLEGE OF HEALTH
The Presbyterian School of Nursing

The Associate of Science in Nursing program evolved from the historic nursing diploma program of the Presbyterian Hospital School of Nursing, which opened in 1903 with three students. Since 2004, the Associate of Science in Nursing program, like the diploma program before it, has offered a nursing education program that prepares knowledgeable, competent and caring nurses.

The ASN Nursing curriculum is designed to prepare graduates to function in a variety of health care settings with client populations of all ages and diverse cultural backgrounds. General education courses provide a knowledge base foundational to entry-level nursing. Faculty academically qualified and experienced in the practice of nursing teach the nursing courses. Clinical experiences are planned to coincide with classroom theory.

Personal and professional development are also important aspects of the educational process. Students have the opportunity to participate in School of Nursing committees and student organizations. Students may also participate in professional and volunteer activities in the community and in national and international activities.

Students who successfully complete all courses in the nursing curriculum plan are awarded an Associate of Science in Nursing (ASN) degree and are eligible to take the National Council Licensing Examination for Registered Nurses (NCLEX-RN) and to apply for licensure as a registered nurse. Graduates are encouraged to continue their education through earning the BSN or MSN degree.

ADMISSION

Major emphasis is placed on the academic history of the applicant. The intent is to offer admission to those whose credentials indicate a strong likelihood for success in the associate degree curriculum. The program may not be able to accommodate all applicants who meet the minimum requirements. Queens selects the best qualified candidates from those completing the application process and meeting the minimum admission requirements.

Applications for admission are reviewed once the application deadline has passed. Applicants are encouraged to complete the application process well in advance of the respective deadline. Generally, applications that are incomplete or not received by the deadline are not be reviewed.

Campus Visits

Prospective students seeking information about admission into the program are encouraged to visit the PSON Admissions Office located at Queens' Fifth Street Campus, 1901 East 5th Street, Charlotte NC. Students may visit from 10:00 – 11:00 AM, without an appointment, unless otherwise noted on the website. Appointments outside of that time must be scheduled in advance.

ADMISSION REQUIREMENTS*

Applications will be reviewed based on the following minimum requirements:

- Graduation from an accredited high school or the equivalent
- Evidence of course completion for Chemistry (high school equivalent or higher) with a grade of C- or higher.
- Evidence of course completion for Algebra I & II (high school equivalent) or college Algebra with a grade of C- or higher.
- Students must provide evidence of successful completion of a state approved Nurse Aide I (NAI) course with a minimum of 28 direct patient care hours and must have a current listing on an NAI Registry prior to enrollment. Additional documentation may be requested at a later date.

- A minimum cumulative GPA of 2.5 (on a 4.0 scale) in all previous college work, if applicable
- Successful completion of preadmission testing, as required before the application deadline.
- Completion of preadmission essay on campus.
- Satisfactory scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT), if no college coursework has been completed
- A complete application packet (including all official transcripts).
- Students must meet all technical standards as stated in the Undergraduate Nursing Student Handbook prior to enrollment.

*Admission requirements are currently under review. Revisions will be posted on the Associate of Science Admissions website.

The following courses are co-requisites for students admitted to the major. Each nursing course description lists the specific co-requisites for the course. If these courses are taken prior to admission to the nursing program, the following evaluation applies.

The average GPA on all of the following courses completed prior to application must be a 2.5 or higher, whether they were completed at Queens University of Charlotte or whether equivalent courses were completed at a regionally accredited institution. Courses must meet criteria stated by the Registrar's Office to receive transfer credit.

BIOL 120 Microbiology for Health Professions with lab (4 hrs.)
BIOL 213 Human Anatomy and Physiology I with lab (4 hrs.)
BIOL 214 Human Anatomy and Physiology II with lab (4 hrs.)
ENGL 110 Composition I (3 hrs.)
ENGL 120 Composition II (3 hrs.)
PSYC 201 General Psychology (3 hrs.)
PSYC 304 Abnormal Psychology (3 hrs.)
PSYC 320 Developmental Psychology (3 hrs.)
SOCI 203 Principles of Sociology (3 hrs.)

Applicants without prior college work will be considered based on their high school record, especially the quality and amount of college-preparatory work; recommendations from the secondary school; and satisfactory scores on the Scholastic Assessment Test (SAT) or the American College Test (ACT). Preadmission testing and essay are also required.

International Student Requirement

If transferring credit from a college or university outside the U.S., applicants must have their transcripts translated and evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org).

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Undergraduate international students must be enrolled in at least 12 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

DEGREE REQUIREMENTS*

Requirements for the Associate of Science in Nursing degree are:

General Education Courses:
BIOL 120 Microbiology for Health Professions (4 hrs.)
BIOL 213 Human Anatomy and Physiology I with lab (4 hrs.)
BIOL 214 Human Anatomy and Physiology II with lab (4 hrs.)
ENGL 110 Composition I (3 hrs.)
ENGL 120 Composition II (3 hrs.)
PSYC 201 General Psychology (3 hrs.)
PSYC 304 Abnormal Psychology (3 hrs.)
PSYC 320 Developmental Psychology (3 hrs.)
SOCI 203 Principles of Sociology (3 hrs.)
Total: 30 Hrs.

Nursing Courses:
NURS 191 Fundamentals of Nursing (5 hrs.)
NURS 192 Nursing Care of the Childbearing Family (4 hrs.)
NURS 193 Nursing Care of the Childrearing Family (4 hrs)
NURS 194 Adult Nursing I (6 hrs.)
NURS 205 Nutrition (3 hrs.)
NURS 291 Adult Nursing II (6 hrs.)
NURS 292 Adult Nursing III (7 hrs.)
NURS 293 Nursing Practicum (3 hrs)
NURS 294 Leadership Development (3 hrs.)
Total: 41 Hrs.

*Degree requirements for the Associate of Science in Nursing are currently under review. Revisions will be posted on the PSON Associate of Science website.

ACADEMIC POLICIES

In addition to being held responsible to the current edition of the ***PSON Student Handbook***, students in the ASN program follow all policies as described in the sections ***Undergraduate Academic Policies*** section of this catalog with the following additions:

Residency Requirement

At least 27 of the 71 credit hours required for the associate degree must be completed at Queens University of Charlotte.

Transfer Out of the ASN Program

A student who has been admitted to the ASN program and completed at least one term, and who then wishes to transfer to either the Traditional Undergraduate Program or the Hayworth College Program, must make formal application through the appropriate Office of Admissions. To be considered for admission the student must have earned a minimum cumulative grade point average of 2.000 at Queens University of Charlotte, may not be on any type of academic or social probation, and be in good standing with the University. A pre-application form for internal transfer students is available from the Admission Offices must be submitted prior to application for admission. The ASN student who is admitted into a baccalaureate program must complete all of that program's degree requirements, follow that program's policies, pay that program's tuition and fees, and will be eligible only for that program's services and financial aid options.

NURSING SPECIFIC POLICIES & PROCEDURES

Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for ASN students.

Grading

Please see the current edition of the ***PSON Student Handbook*** for details and grading scale. A final grade of "Unsatisfactory" in the clinical portion of any nursing course automatically results in a course grade of F.

Dismissal from the ASN Program

A student dismissed from the ASN program is dismissed from the University and must apply for admission to the University and a different academic program in order to return.

Graduate Studies

Queens University of Charlotte offers masters degree programs and non-degree graduate programs. Graduate programs offered by the University include:

The College of Arts and Sciences

- Master of Fine Arts (MFA) in Creative Writing
- Master of Arts (MA) in Music Therapy

The McColl School of Business

- Master of Business Administration (MBA) Professional and Executive programs
- Master of Science (MS) in Executive Coaching
- Master of Science (MS) in Organization Development

Non-Degree Program: Graduate Coaching Certificate

The Knight School of Communication

- Master of Arts (MA) in Communication

The Wayland H. Cato, Jr., School of Education

- Master of Arts in Teaching (MAT) in Elementary Education
- Master of Education (MED) in Literacy (K-12)
- Master of School Administration (MSA)

Non-Degree Program: Post Baccalaureate Teacher Licensure

Andrew Blair College of Health

The Presbyterian School of Nursing

- Master of Science in Nursing (MSN)

Non-Degree Programs:

Health Systems Management Certificate

Post Masters Certificate in Clinical Nurse Leader®

Post Masters Certificate in Nurse Educator Practices

The College of Arts and Sciences Graduate Programs

Master of Fine Arts in Creative Writing

The low-residency Master of Fine Arts Program in Creative Writing is housed in the Department of English, Drama and Creative Writing.

The Master of Fine Arts degree is the terminal degree for students of creative writing. Though the MFA degree provides students with the necessary academic credentials for careers teaching creative writing at the college level, it should not be regarded solely as a pre-professional degree. Generally, students choose to pursue an MFA first and foremost in order to develop their skills as publishable writers. They are drawn to such programs out of a commitment to their art, a desire for self-enrichment and the prestige of achieving the degree itself. MFA programs provide students with an opportunity for immersion in a community of writers as they hone their craft through a curriculum of writing workshops in their respective genres (generally fiction, poetry and creative non-fiction) and academic seminars on the form and theory of those genres. After completing all required classes, an MFA student will submit a creative thesis, a book-length manuscript that is the culmination of the work the student has done over his or her course of study.

The low-residency MFA program at Queens involves four semesters of coursework. Each semester begins with a seven-day on-campus residency, which includes daily workshops, seminars on the craft and profession of writing and readings. Following the completion of the residency, the students continue their work for the semester through distance learning, which is conducted in online workshops that are limited to no more than four students and a faculty mentor. In the online workshops, each student must complete four required submissions of new work that are circulated to the other students in the workshop and to the instructor; each student is also required to compose formal comments on the work submitted by his or her fellow students.

As a requirement for graduation, under the direction of a thesis advisor, the student will prepare and submit a collection of prose pieces, a collection of poetry, a screenplay or theatrical script or a novel or nonfiction book for evaluation by the thesis advisor and two other faculty in the candidate's field of writing. The student will offer a public reading excerpted from the thesis during a fifth graduating residency. In preparation for the craft seminar and under the direction of the craft seminar advisor, the candidate will prepare 6-8 page critical paper exploring the topic of the seminar. After the completion of the paper and upon consultation with the craft seminar advisor, the candidate should send via email a description of the craft seminar, including all recommended reading for the seminar, to the MFA coordinator no later than 30 days prior to the graduating residency. Under the direction of a craft advisor, the candidate must also prepare and submit a proposal for a thirty-minute craft seminar, to be offered during the graduating residency period. The proposal should include an outline of the presentation for the seminar, an attached bibliography and required reading list. The candidate will then teach this seminar during the graduating residency.

For additional information visit the MFA Program web site.

ADMISSION

ADMISSION REQUIREMENTS

In order to be considered for admission to the MFA program in creative writing, an applicant must meet the following criteria:

1. Hold a bachelor's degree from an accredited college or university or have equivalent experience practicing creative writing as that experience is reflected in the quality of the prospective student's application portfolio.
2. Submit a completed graduate application form, including a nonrefundable application fee.
3. Submit official transcripts from the college or university from which their highest degree was awarded.
4. Submit two copies of a portfolio of creative writing, consisting of approximately 25 pages of fiction or creative nonfiction or 10 pages of poetry.
5. Submit two copies of a one-page, typed, single-spaced essay on the prospective student's reasons for applying to the MFA program and expectations for the program.
6. Provide one letter of academic or professional reference.

International Student Admission

Queens University of Charlotte welcomes international students. An applicant must ask the institution from which he or she earned his or her highest degree to forward his or her transcript to the MFA Program Office. All international students applying to the MFA program must demonstrate proficiency in English in the work submitted in their application portfolios.

Because the Queens MFA Program is a low-residency program, in which students travel to campus for the seven-day residency that begins each semester before completing the remainder of the semester through distance learning procedures, international students will not be issued an I-20 and will not be eligible for an F-1 student visa. Typically, an international student in the MFA program will use a visitor visa to travel to Queens for the MFA residency.

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Curriculum and Instruction

In order to complete the degree, students in the low-residency MFA program will be required to attend five on-campus residencies, complete four semesters of course work and complete a Master's Thesis comprised of a collection of works written and revised over the course of the program.

Residencies are seven days in length and mark the outset of each semester. Each student must participate in four such residencies and then return for a graduating residency, in which the student leads a craft seminar, submits a final thesis draft and offers a public reading. The specific components of the curriculum are described in more detail below.

MFA students may combine their fourth residency with a graduating residency, but it should be noted that this configuration is especially arduous and that all fees apply. Students must submit in writing to the Program Director and the On-Campus Director, within one week after the third residency, an email letter stating their preference and justification for this option in order to be considered for this combined fourth residency/graduating residency. An altered thesis submission schedule will be followed in such a configuration.

Residencies

Students will attend one writing workshop daily during the on-campus residency, led by a variety of instructors. Each workshop will typically offer students the opportunity to work closely with an established writer and to receive constructive feedback from a group of peers over the course of an intensive week dedicated to creative work. Most workshops are revision-based and are designed to help students improve their existing work. Faculty will lead in-class discussions of student work and suggest suitable exercises and additional reading to help further advance the students' creative development. Students must make two submissions per residency for critical response by workshop and be on hand to respond critically to all other student work submitted in their workshop. Students will attend craft or gateway seminars daily during the on-campus residency, offered by a variety of instructors. In addition, students must submit two brief response papers for a craft seminar and a gateway seminar of their choice at the residency. During each residency, all students in a particular graduating cycle will take one gateway seminar offered on alternate days throughout the course of the week. The topics of these gateway seminars, in order of the first through fourth residencies, will be as follows:

- Reading as a Writer
- Literary Reviewing
- Shaping a Book
- Teaching Creative Writing

On each of the other days of the residency, the students will attend single- day seminars on a variety of topics. Sample topics for these seminars might include the following:

- Thinking the Novel
- Prosody
- Postmodern American Fiction: Craft and Theory
- The Nonfiction Novel
- Memoir and Personal Essay: Distinctions and Commonalities
- Embracing the Difficult: Writing Beyond What Is Comfortable

Distance Learning Workshops

In the interim periods between the on-campus residencies, students will be required to produce four submissions per semester, to be made via electronic mail, at stipulated dates to both the instructor and the other 2 to 3 students in the workshop. In poetry, the submissions should be 5 to 10 pages; in prose, the submissions should be 8 to 25 pages (double-spaced).

The students in the workshop will also be required to compose formal responses, of 300 to 500 words in length, to all work submitted by the other students and to send those responses via electronic mail to all members of the distance learning group by a stipulated deadline.

Graduating Residency

Under the direction of a thesis advisor, the candidate for graduation will prepare and submit a collection of prose pieces, a collection of poetry or a novel or nonfiction book for evaluation by the thesis advisor and two other faculty in the candidate's field of writing. The candidate will offer a public reading excerpted from the thesis during the graduating residency. In preparation for the craft seminar and under the direction of the craft seminar advisor, the candidate will prepare 6-8 page critical paper exploring the topic of the seminar. After the completion of the paper and upon consultation with the craft seminar advisor, the candidate should send via email a description of the craft seminar, including all recommended reading for the seminar, to the MFA coordinator no later than 30 days prior to the graduating residency. Under the direction of a craft advisor, the candidate must also prepare and submit a proposal for a thirty-minute craft seminar, to be offered during the graduating residency period. The proposal should include an outline of the presentation for the seminar, an attached bibliography and required reading list. The candidate will then teach this seminar during the graduating residency.

Completion of Requirements and Deferrals

Candidates are strongly encouraged to complete the requirements for graduation from the program in five consecutive residencies. If the candidate is unable to complete these requirements, a deferral or leave of absence may be granted and is subject to approval of both the Program Director and the On-Campus Director. All requests for deferral must be submitted no later than four weeks prior to that semester. While the first such deferral is gratis, any additional deferrals are subject to a deferral fee of $250 per semester deferred. Credit hours expire after four years. The candidate's intent to complete a graduating residency must be declared within 16 weeks of the graduating residency date. In addition, candidates may combine their fourth residency with a graduating residency, but it should be noted that this configuration is especially arduous and that all fees apply. Candidates must submit in writing to the Program Director and the On-Campus Director, within one week after the third residency, an email letter stating their preference and justification for this option in order to be considered for this combined fourth residency/graduating residency. An altered thesis submission schedule will be followed in such a configuration.

Postgraduate Options

Because a writer's development is always ongoing and always subject to change, the program offers several options beyond the four semesters and graduating residency scenario.

First, any MFA candidate in good standing may prolong their study one full semester prior to embarking on preparation for the graduating residency. In this semester, the MFA candidate can choose which gateway and craft seminars to take and the candidate will respond to them as other candidates and will also participate accordingly in writing workshops.

Second, any MFA degree recipient in good standing may enroll in a postgraduate semester in the same genre, or can apply for admission and be admitted to a postgraduate semester in another genre.

In addition, any MFA degree recipient in good standing may apply for admission and be admitted to a postgraduate program of two or more semesters in another genre, in order to earn a postgraduate certificate of study. In two or more semesters, the candidate will be required to enroll at Queens and participate in all relevant gateway and craft seminars and writing workshops and then will embark on preparation for a graduating residency. Upon completion of the thesis in the new genre and the presentation of a craft seminar related to the genre, the MFA degree recipient will earn a postgraduate certificate of study in that genre.

The fees for post-graduate work, both per-semester and for the graduating residency will be the same as the fees for all MFA students.

POLICIES

See important additional policies in ***Student Rights and Responsibilities***

GRADING

Because of the inherent difficulty and inevitable subjectivity involved in the evaluation of creative work, all work for the MFA program will be graded on a pass-fail basis. Any student who does not satisfactorily complete the required number of submissions and formal critiques during a workshop or the required number of response papers during a seminar will receive a failing grade for that part of the program.

GRADUATION REQUIREMENTS

In order to successfully meet the requirements for graduation, students must complete 48 hours of course work. These requirements are broken down as follows:

1. Four workshops in the student's chosen literary genre, worth three credit hours each, with one taken each semester.
2. Four gateway seminars, worth three credit hours each, with one taken during the on-campus residency at the onset of each semester.

3. Twelve craft seminars, worth one credit hour each, with three taken during the on-campus residency at the onset of each semester.
4. Six hours of thesis hours, earned during the third and fourth semesters of the program.
5. Six hours of craft seminar preparation, earned during the third and fourth semesters of the program.
6. These course requirements are supplemented by the following other graduation requirements:
   a. The successful completion of a Master's thesis comprised of work written and revised over the course of the program.
   b. A public reading of work from the thesis.
   c. Developing and then successfully teaching a craft seminar for other students in the program.

The MFA Faculty

Because the MFA program is a low-residency program, distinguished authors from all over the country are able to serve as faculty in the program. While most are not full-time Queens faculty members, all are committed to the goals of the MFA program and to the mission of the University. Some of their individual achievements are listed below.

Jane Alison is the author of the memoir *Sisters Antipodes* and of the novels *Natives* and *Exotics* (Harcourt 2005); *The Marriage of the Sea* (FSG 2003), which was a *New York Times* Notable Book; and *The Love-Artist* (FSG 2001), which has been translated into seven languages. Her short fiction and critical writings have appeared in *Five Points*, *Seed* and *The Germanic Review*, among others.

Hal Ackerman has been on the faculty of the UCLA School of Theater, Film and Television for the past twenty-four years and is currently co-area head of the screenwriting program. His book, *Write Screenplays That Sell...The Ackerman Way*, is in its third printing, and is the text of choice in a growing number of screenwriting programs around the country. His play, *Testosterone: How Prostate Cancer Made A Man of Me* won the William Saroyan Centennial Prize for drama and enjoyed a successful run in Los Angeles.

Khris Baxter has optioned five screenplays to major Hollywood studios over the past 12 years, including *Voyage*, produced by USA Pictures. His latest screenplay, *Outrider*, begins production soon (produced by and starring, Robert Redford).

Geoffrey Becker is the author of the collection of stories *Black Elvis* winner of 2008 Flannery O'Connor Prize for Fiction and the novel, *Hot Springs*, published by Tin House books in 2010. He is the author of two previous books, *Dangerous Men*, a collection that won the Drue Heinz Prize, and *Bluestrown*, a novel.

Pinckney Benedict has published three collections of short fiction, *Miracle Boy, Town Smokes* and *The Wrecking Yard* and a novel *Dogs of God*). His stories have appeared in, among other magazines and anthologies, *Esquire*, *Zoetrope All-Story*, the *O. Henry Award* series, the *New Stories from the South* series, *Ontario Review*, the *Pushcart Prize* series and *The Oxford Book of American Short Stories*.

Cathy Smith Bowers is the author of three collections of poetry: *The Love That Ended Yesterday in Texas*, (Texas Tech University Press, 1992); *Traveling in Time of Danger*, (Iris Press, 1999); and *A Book of Minutes*, (Iris Press, 2004). Her poems have appeared widely in publications such as *The Atlantic Monthly*, *The Georgia Review*, *Poetry*, *The Southern Review* and *The Kenyon Review*.

Morri Creech is the author of two collections of poetry *Paper Cathedrals* and *Field Knowledge*. His work has appeared in many publications, including *Poetry*, *The New Republic*, *The New Criterion*, *The Yale Review*, *The Hudson Review* and *The Sewanee Review*. *Field Knowledge* was awarded the first annual Anthony Hecht Prize and was nominated for The Los Angeles Times Book Award. He has been a recipient of a National Endowment for the Arts Poetry Fellowship and a Ruth Lilly Fellowship for Young Poets awarded by Poetry magazine. He teaches full-time at Queens University of Charlotte.

Ann Cummins is the author of the story collection *Red Ant House* and novel, *Yellowcake*. Her stories have appeared in *The New Yorker*, *McSweeney's*, *Antioch Review* and elsewhere.

Jonathan Dee is the author of the novels *The Privileges*, *Palladio*, *St. Famous*, *The Liberty Campaign* and *The Lover of History*. He is a staff writer for *The New York Times Magazine*, a frequent literary critic for *Harper's* and a former Senior Editor of *The Paris Review*.

Elizabeth Evans is the author of five books of fiction. Her short story collections are *Suicide's Girlfriend* (Harper Collins) and *Locomotion* (New Rivers Press). Her novels are *The Blue Hour* (Algonquin), *Rowing in Eden* (HarperCollins) and *Carter Clay* (HarperCollins), which was selected by *The Los Angeles Times* for "The Best Books of 1999."

Lauren Groff is the author of the New York Times best-selling novel, *The Monsters of Templeton*, which was shortlisted for the Orange Prize for New Writers and translated into nine languages. Stories from her second book, Delicate Edibe Birds, were published in journals and anthologies including the Atlantic Monthly, Ploughshares, Glimmer Train, One Story, Best American Short Stories and Best New American Writers.

Bob Hicok's fifth book of poems, *This Clumsy Living*, was published by Pitt in 2007. He is the author of *Insomnia Diary* (Pitt, 2004), *Animal Soul* (Invisible Cities Press, 2001), which was a finalist for the National Book Critics Circle Award, *Plus Shipping* (BOA Editions, 1998) and *The Legend of Light* (University of Wisconsin Press, 1995), which won the 1995 Felix Pollak Prize in Poetry and was named a 1997 ALA Booklist Notable Book of the Year. A recipient of two Pushcart Prizes and an NEA Fellowship, his poetry has been published in *The New Yorker*, *APR*, *Poetry* and *The Paris Review*, as well as three volumes of *Best American Poetry*.

Cathy Park Hong's second book, *Dance Dance Revolution*, was chosen for the Barnard New Women Poets Prize and was published by *W.W. Norton* in 2007. She is the recipient of a Fulbright Fellowship, a National Endowment for the Arts Fellowship and a New York Foundation for the Arts Fellowship. Her work has appeared in *Volt*, *Denver Quarterly*, *American Letters* and *Commentary*, *Chain*, *Field* and she has also received a Pushcart Prize.

Branden Jacobs-Jenkins's plays include *Appropriate, The Change, Neighbors, Zoo,* and *Heart!!!*. He is a former playwriting fellow at the New York Theatre Workshop, an alum of the Soho Rep Writer/Director Lab and Public Theatre

Emerging Writers Group, and a proud member of the ArsNova Playgroup. He has written on theater for *The New Yorker*, served as an editor in its fiction department, and holds an M.A. in Performance Studies from NYU.

Daniel Jones is a contributing editor at *The New York Times*, where he edits the weekly "Modern Love" column in Sunday Styles. He's also the editor of *The Bastard on the Couch: 27 Men Try Really Hard to Explain Their Feelings About Love, Loss, Fatherhood* and *Freedom* and the author of the novel *After Lucy*, which was a finalist for the Barnes & Noble Discover Award.

Sally Keith's first book, *Design* (University Press of Colorado, 2001), won the 2000 Colorado Prize, judged by Allen Grossman. Her second manuscript *Dwelling Song* was chosen by Bin Ramke and Fanny Howe for the University of Georgia's Contemporary Poetry Series.

Natalie Kusz is the author of the memoir *Road Song* and has published essays in *Harper's, Threepenny Review, McCall's, Real Simple* and other periodicals. Her work has earned, among other honors, a Whiting Writer's Award, a Pushcart Prize and fellowships from the NEA, the Bush Foundation and the Bunting Institute of Radcliffe College.

Nick Lantz is the author of two recent collections of poetry. The first, We "Don't Know We Don't Know" (Graywolf 2010), on the Bread Loaf Writers' Conference Bakeless Prize, the Great Lakes Colleges Association New Writers Award, and the Council for Wisconsin Writers Posner Award. The second collection, "The Lightning That Strikes the Neighbors' House" (University of Wisconsin Press 2010), was selected by former U.S. Poet Laureate Robert Pinsky for the Felix Pollak Prize. Lantz has received fellowships from the Wisconsin Institute for Creative Writing and the Bread Loaf Writers' Conference, and his work has appeared in "Mid-American Review," "Southern Review," "Prairie Schooner," "Gulf Coast," "Indiana Review," "Poetry Daily," and "FIELD," and has been featured on the nationally syndicated radio program The Writer's Almanac with Garrison Keillor. He has taught creative writing at the University of Wisconsin-Madison and at Gettysburg College, where he was the 2010-2011 Emerging Writer Lecturer.

Zachary Lazar is the author of three books, most recently the novel "Sway" and the memoir "Evening's Empire: The Story of My Father's Murder." He is the recipient of a Guggenheim Fellowship and the Hodder Fellowship at Princeton University. His writing has appeared in the "New York Times Magazine," the "Los Angeles Times," "Newsday," "BOMB," and other places. He also teaches creative writing at Tulane University.

Fred Leebron, program director, is the author of the novels *Six Figures, In the Middle of All This* and *Out West*. He has received a Pushcart Prize, a Michener Award, a Stegner Fellowship and an O. Henry Award. He is co-editor of *Postmodern American Fiction: A Norton Anthology* and co-author of *Creating Fiction: A Writer's Companion*.

Suzannah Lessard is the author of *The Architect of Desire: Beauty and Danger in the Stanford White Family* for which she won the Whiting Award. She is currently working on a book about the American landscape for which the working title is *Mapping the New World: An Inquiry into the Meaning of Place in the Twenty-first Century*.

Andrew Levy is Edna Cooper Chair in English at Butler University in Indianapolis. He is author of *A Brain Wider Than the Sky, The Culture and Commerce of the American Short Story*, co-author of *Creating Fiction: A Writer's Companion* and co-editor of *Postmodern American Fiction: A Norton Anthology*. His book, *The First Emancipator* (Random House), was cited as a "Best of 2005" by the *Chicago Tribune, Amazon* and *Booklist* and received the Slatten Award from the Virginia Historical Society. His essays and reviews have appeared in *Harper's, The American Scholar, Dissent, Best American Essays, Philadelphia Inquirer* and elsewhere.

Sebastian Matthews is the author of a collection of poems, *We Generous* (Red Hen Press) and a memoir, *In My Father's Footsteps* (Norton). He co-edited, with Stanley Plumly, *Search Party: Collected Poems of William Matthews*, a recent finalist for the Pulitzer Prize. His poetry and prose has appeared in *Atlantic Monthly, Brilliant Corners, Georgia Review, New England Review, Poetry Daily, Poets & Writers, Seneca Review, Tin House and Virginia Quarterly Review*, among others.

Rebecca McClanahan has also published five volumes of poetry, a collection of nonfiction *The Riddle Song and Other Rememberings* and three books about the writing craft, including *Word Painting: A Guide to Writing More Descriptively*. Her work has appeared in *The Best American Essays, The Best American Poetry, Georgia Review, Gettysburg Review, Boulevard* and numerous anthologies.

James McKean is the author of two books of poems, *Headlong* from the University of Utah Press and Tree of Heaven from the University of Iowa Press; and a collection of essays, *Home Stand: Growing Up in Sports* from Michigan State University Press. His publications include poems and essays in magazines such as *The Atlantic, Poetry, The Southern Review, The Georgia Review, The Gettysburg Review, The Iowa Review* and *Gray's Sporting Journal*.

Daniel Mueller's collection of stories, *How Animals Mate*, won the Sewanee Fiction Prize in 1999 and was reissued in paperback in 2000. His fiction has appeared in numerous magazines, journals and anthologies, including *Playboy, Story, Story Quarterly, Mississippi Review, Crescent Review, Another Chicago Magazine, Orchid* and *Henfield Prize Stories* and *Prairie Schooner*.

Brighde Mullins is the author of twelve plays that have been produced in London, New York and San Francisco. Her plays include: *Water Stories from the Mojave Desert*; *Monkey in the Middle, Topographical Eden, Fire Eater, Pathological Venus, Meatless Friday, Baby Hades* and *Teach*. They have been produced at the Actors Centre in London; in New York at Ensemble Studio Theatre, Daedalus, LaMaMa, Mabou Mines, the Ensemble Studio Theatre, Lincoln Center Director's Lab, The Public's New Works Now, New York Stage and Film, The Women's Project and NYU. Her publications include *Topographical Eden* (in "International Theatre Forum"); Click in the Humana Anthology from TCG Press; a chapbook of poems *Water Stories* (forthcoming from Slapering Hol Press); and many anthologies, including *Lucky Thirteen* and *The Best American Poetry*.

Naeem Murr is the author of three novels, *The Boy, The enius of the Sea* and *The Perfect Man*. A recipient of numerous awards and scholarships for his writing, he has published a number of prize-winning stories, novellas and non-fiction pieces in literary journals.

Jenny Offill is the author of the novel *Last Things*, which was chosen as a notable or best book of the year by *The New York Times, The Village Voice, The L.A. Times* and *The Guardian* (U.K). It was also a finalist for the 1999 L.A. Times First Book Award.

Alan Michael Parker is the author of four poetry collections including *Jelly Jar Ode & Other Poems*, forthcoming from BOA Editions, Ltd., a novel, *Cry Uncle*, as well as editor of the recently published anthology, *The Imaginary Poets*. His work has appeared in many journals including *The American Poetry Review, The New Republic, The New Yorker, Paris Review* and *The Yale Review*.

David Payne is the author of five novels, *Confessions of a Taoist on Wall Street, Early from the Dance* (Doubleday, 1989), *Ruin Creek*, (Doubleday, 1993) *Gravesend Light* (Doubleday, 2000) and *Back to Wando Passo* (Wm Morrow, 2006).

Susan Perabo is the author of a collection of stories, *Who I Was Supposed to Be* and a novel, *The Broken Places*. Stories from the collection have appeared in such places as *Story*, *Glimmer Train*, *TriQuarterly*, *The Black Warrior Review* and the anthologies *Best American Short Stories* and *New Stories from the South*.

Jon Pineda is the author of *Birthmark* (Southern Illinois University Press, 2004), winner of the 2003 Crab Orchard Award Series in Poetry and the recent winner of the 2007 Green Rose Prize from *New Issues Poetry & Prose* (Western Michigan University) for his second manuscript *The Translator's Diary* (due out in March 2008). His work has appeared in numerous literary journals, including the *Crab Orchard Review*, *Poetry Northwest*, *Prairie Schooner*, among others.

Robert Polito is the author of author of the collections of poetry *Hollywood* and *Good Doubles*. His nonfiction work includes *Savage Art: A Biography of Jim Thompson*, which received the National Book Critics Circle Award in Biography/Autobiography, and *A Reader's Guide to James Merrill's Changing Light at Sandover*. He edited the Library of America volumes *Crime Novels: Noir of the 1930s & 1940s* and *Crime Novels: American Noir of the 1950s*. His poems and essays have appeared in *The New Yorker*, the *Voice Literary Supplement*, *Verse*, *Threepenny Review*, *Yale Review*, *Bookforum*, *Ploughshares*, *The New York Times Book Review*, *Bomb*, *Fence*, *Open City*, *Boston Phoenix*, *Best American Poetry* and other journals and anthologies.

Patricia Powell is the author of *Me Dying Trial*, *A Small Gathering of Bones*, *The Pagoda* and a forthcoming novel, *Revelation*.

Kym Ragusa is the author of *The Skin Between Us: A Memoir of Race, Beauty and Belonging*, published by W.W. Norton and Company in 2006. Her essays have appeared in the anthologies *Are Italians White: The Making of Race in America and The Milk of Almonds* and the journals *Leggendaria* and *TutteStorie*.

Claudia Rankine is the author of four collections of poetry, *Don't Let Me Be Lonely* (Greywolf Press, 2004), *Plot* (Grove/Atlantic, 2001), *The End Of The Alphabet* (Grove/Atlantic, 1998) and *Nothing in Nature Is Private* (Cleveland State University Poetry Press, 1995). She is co-editor, with Julia Spahr, of *American Women Poets in the 21st Century: Where Lyric Meets Language* and her work has been published in numerous journals and is included in several anthologies.

Kathryn Rhett is the author of *Near Breathing*, a memoir and editor of *Survival Stories: Memoirs of Crisis*. Her essays have been published in *Crab Orchard Review*, *Creative Nonfiction*, *Harvard Review*, *Massachusetts Review*, *Michigan Quarterly Review*, *The New York Times Sunday Magazine* and elsewhere. She has also published poetry in journals such as *Bellingham Review*, *Grand Street*, *The Ohio Review*, *Ploughshares* and reviews in Chicago Tribune Books.

Steven Rinehart is the author of the 2003 novel *Built in a Day* and the 1999 short story collection *Kick in the Head*, both published by Doubleday/Anchor. His short stories have appeared in *Harper's*, *GQ*, *Story*, *Ploughshares* and elsewhere.

Elissa Schappell is the author of *Use Me*, which was a finalist for the PEN/Hemingway award, a New York Times Notable Book and a Los Angeles Times best book of the year. She is a founding editor of *Tin House Magazine*, a contributing editor at *Vanity Fair*, a frequent reviewer for the *New York Times Book Review* and formerly senior editor of *The Paris Review*. She is also co-editor with Jenny Offill of two anthologies, *The Friend Who Got Away* and *Money Changes Everything*. Her short fiction, essays and non-fiction have appeared in places such as *The Paris Review*, *SPIN*, *GQ*, *The Bitch in the House*, *The Mrs. Dalloway Reader*, *The KGB Bar Reader* and *Cooking and Stealing*.

Peter Stitt has been the editor of the *Gettysburg Review* since its founding in 1988 and is the author of two books about poetry, *The World's Hieroglyphic Beauty* and *Uncertainty and Plenitude*. Previously he was editor of *The Carolina Quarterly* and an associate editor of *The Minnesota Review*. He has also published in the *Georgia Review*, *Harper's*, *The New York Times Book Review*, the *Paris Review* and many other periodicals.

Elizabeth Strout is the author of the 2009 Pulitzer-Prize winner, *Olive Kitteridge*, a collection of connected short stories set in Maine. She is also the author of the New York Times best-selling *Amy and Isabelle* and the critically acclaimed novel *Abide With Me*. Her short stories have appeared in a number of magazines, including The New Yorker. Her non-fiction as well has been published in a number of magazines and also in The New York Times.

Ashley Warlick is the author of three novels, *The Distance From The Heart of Things* (1996), *The Summer After June* (2000) and *Seek the Living* (2005),

Emily White is the author of *Fast Girls* and a biography of white collar criminal Dana Giacchetto, *You Will Make Money In Your Sleep*. Her work has appeared in various magazines including *The New York Times Magazine*, *The New York Times Book Review*, *Spin*, *Newsday* and *Nest*.

Master of Arts in Music Therapy

The Master of Arts (MA) in Music Therapy is designed for students with the MT-BC credential (Music Therapist-Board Certified) from the national Certification Board for Music Therapists (CBMT).

Students with an undergraduate degree in music, but not in music therapy, who qualify for the Certificate Program in Music Therapy (requiring less than 30 hours to be eligible for the Certification Exam) may be accepted into the program with prerequisites to earn board certification before taking any of the graduate level music therapy courses other than MUTH 620 Philosophy of Music Therapy. Graduate courses in the chosen concentration of business, education, or healthcare, may be taken concurrently with the prerequisites in music therapy.

Students desiring a Master of Arts in Music Therapy from Queens who have an undergraduate degree in music requiring more than 30 credits to be eligible for the certification exam, as well as students with an undergraduate degree in an area other than music, should register as second degree students to earn a Bachelor of Music with a major in Music Therapy, and must pass the certification exam prior to applying to the graduate program. These students may take graduate level courses in their chosen area of specialization as electives while in the second degree program. Those graduate credits will count toward the MA in Music Therapy at Queens if the student returns and completes the MA program within 7 years.

An audition is required for admission unless the application immediately follows completion of a certificate or BM in Music Therapy at Queens. The audition consists of an interview and a demonstration of musical competencies.

ADMISSION

In order to be considered for admission as a degree candidate to the Master of Arts in Music Therapy program, an applicant must meet the following criteria:

1. Submit a completed graduate application form, including the nonrefundable $45 application fee.
2. Submit official transcripts of all post-secondary academic coursework
3. Provide one letter of academic recommendation and, if an MT-BC, one letter of professional recommendation.
4. Hold a baccalaureate degree in music or music therapy from an accredited institution
5. Provide evidence of MT-BC status from the Certification Board for Music Therapists (CBMT) or require fewer than 30 credits to be eligible for the CBMT Board Certification Exam and be willing to take the courses necessary for certification.

For More Information

Those interested in the graduate program should contact the Director of Music Therapy at 704 337-2570 for information or an application.

International Student Admission

International students applying to the traditional undergraduate program must provide the following information to be considered for admission:

Transcripts: Secondary school transcripts in a language other than English are to be translated into English by an official at the school issuing the transcript, or by a certified translator. If transferring credit from a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES) www.wes.org.

Standardized Test Score: It is recommended that international students take the SAT or ACT. Queens accepts the Test of English as a Foreign Language (TOEFL) or the International English Language

Testing System (IELTS) in place of the SAT. A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.0 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program www.els.com.

Personal Essay explaining why a student would like to attend Queens and to verify their ability to write and communicate in the English language.

Letter of Recommendation from a past teacher or counselor that speaks on the students study skills and ability in a classroom setting.

Application deadlines for international students are July 1 for fall enrollment and November 1 for spring enrollment. To indicate their intent to enroll, international students who have been accepted to the University are asked to send a non-refundable enrollment deposit of $1,000.

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status

Full Graduate Status

Full graduate status is given to students who are pursuing a master's degree and who have met all admission requirements, including the satisfactory undergraduate grade point average. Those without a cumulative GPA of 3.0 or above must provide an acceptable GRE score from within the past five years before they will be admitted.

Admission on Probation

Students admitted on academic probation must meet the terms of probation set by their admission letter to be allowed to continue in the program. Terms may vary from student to student depending upon academic and work experience.

Provisional Admission

Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-Degree Graduate Status

Non-degree status is assigned to students who wish to take graduate courses for personal satisfaction, but who may not wish to work toward a master's degree. Non-degree graduate students generally may not take more than nine credit hours. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures and standards as other graduate applicants, and must have an undergraduate overall grade point average of 3.0.

Transient Status

Transient status is assigned to students who wish to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. Transient students must complete an application form, submit copies of all post-secondary transcripts and submit a copy of their GRE scores and a letter of good standing from their home institution.

REQUIREMENTS FOR THE M.A. DEGREE in Music Therapy

Once accepted into the program, students will choose a desired concentration in business, education, or healthcare. A minimum of 18 credit hours, or one-half of the credit hours required for the degree, will be in music therapy; a minimum of 12 credit hours will be in the chosen area of specialization, and the remaining electives may be in either music therapy or the area of specialization.

Students will conduct original research, either qualitative or quantitative in nature. The resulting paper must be suitable for submission to a major peer-reviewed journal. The students will work with the thesis advisor on revisions. Additionally, students are required to present their research findings at a regional or national conference in music therapy or for an appropriate related discipline.

In the final semester of study students will participate in oral and written comprehensive examinations encompassing both the core curriculum and representative material from the area of specialization. Failure to pass these exams with a "B" or better will preclude confirmation of the degree. A student may retake either portion of the comprehensive exams one time, as long as the earned grade was a C or better.

Requirements for the Master of Arts in Music Therapy (minimum 34 hours)

Prerequisite: Elementary statistics at the undergraduate level or MATH 106

Core Music Therapy Courses (minimum 17 hours)
Required courses:
MUTH 510 Clinical Improvisation (2 credit hours)
MUTH 520 Research Seminar (1 credit hours)
MUTH 600 Advanced Practicum (2 credit hours)
MUTH 620 Philosophy of Music Therapy (3 credit hours)
MUTH 630 Clinical Supervision (3 credit hours)
MUTH 640 Qualitative Research (3 credit hours)
MUTH 650 Comprehensive Exams (0 credit hours)
MUTH 655 Specialization Thesis (3 credit hours)
Electives:
MUTH 625 College Teaching and Measurement (3 credit hours)
MUTH 610 Assessment (2 credit hours)
MUTH 540 Advanced Topics in Music Therapy (2-3 credit hours)
MUTH 520, MUTH 600, MUTH 510 and MUTH 540 may all be repeated once for credit.

Area of Specialization (minimum 12 hours)

Business Concentration
Required courses:
BUSN 542M MBA Foundations I (3 credit hours)
BUSN 543M MBA Foundations II (3 credit hours)
BUSN 605 Law and Ethics (3 credit hours)
BUSN 630 Marketing Management (3 credit hours)
Electives:
BUSN 610 Management of Organizations (3 credit hours)
BUSN 615 Economics for Managerial Decisions (3 credit hours)
BUSN 655 Consumer Behavior (3 credit hours)
BUSN 663 Creative Connections (3 credit hours)
BUSN 675 Hyper-Connected Innovation (3 credit hours)

Education Concentration
Required courses
EDUC 260/530 Teaching Children with Special Needs (3 credit hours)
EDUC 504 Classroom Mgt and Conflict Resolution (3 credit hours)
EDUC 514 Educational Technology (3 credit hours)
EDUC 525 Diversity in Schools (3 credit hours)
Electives:
EDUC 510 Educational Psychology (3 credit hours)
EDUC 551 Teacher as Researcher (3 credit hours)
EDUC 552 Seminar and Reflective Practice (3 credit hours)
EDUC 680 Action Research (3 credit hours)
BUSN 675 Hyper-Connected Innovation (3 credit hours)

Healthcare Concentration
Required Courses:
HLTH 618 Healthcare Structure and Policy (3 credit hours)
HLTH 628 Healthcare Informatics (3 credit hours)
HLTH 638 Management of Healthcare Outcomes (3 credit hours)
NURS 651 Professionalism and Ethics in Clinical Leadership (3 credit hours)
Electives:
BUSN 675 Hyper-Connected Innovation (3 credit hours)
NURS 546 Financial Management in Healthcare Org (3 credit hours)
NURS 616 Healthcare Administration (3 credit hours)
NURS 633 Teaching and Learning in Nursing Education (3 credit hours)

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students. See also important additional policies in ***Student Rights and Responsibilities***

The McColl School of Business Graduate Programs

The McColl School of Business educates students to become successful business and professional leaders who are competent, understand the importance of character and are committed to their communities. We seek to prepare individuals for careers by providing high quality, innovative undergraduate and graduate business education which provides students the opportunity to develop business and management abilities.

The McColl School offers a comprehensive set of educational programs and enrichment opportunities which serve as important educational resources for the Charlotte region and beyond. Our vision is to build a brand that identifies the McColl School name with "leadership." We believe that organizations need leaders with integrity at all levels and that leadership can be learned. We also believe that beyond mastering basic business skills, students need to understand their own values and draw on their knowledge and values to influence people within their organizations and communities. We focus on leadership when recruiting faculty, developing curricular content and structure, connecting with our business community and conveying to our students the concepts of leadership in association with competence, character, and community.

The McColl School offers an undergraduate business major as well as graduate degrees in business administration (MBA), organization development (MS) and executive coaching (MS).

There are two distinct programs leading to the Master of Business Administration (MBA) degree. The Professional MBA program allows flexibility in scheduling classes most of which are offered on weekday evenings. Depending on the number of credit hours completed each term, the PMBA program can be completed in two to three years.

The Executive MBA program meets on alternating Fridays and Saturdays for twenty months. It is an intensive, integrated program in general management designed for people with substantial experience in managing people, assets or data.

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information for either program can be obtained at www.mccollschool.edu or by calling 704 337-2525. To contact the school by mail, write to The McColl School Graduate Admissions, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

Professional Master of Business Administration Program

The Professional MBA program prepares students to be skilled managers. The curriculum stresses the interaction of the functional areas of business within the broader social and international context and emphasizes high standards of ethical and social responsibility. The curriculum is developed, taught and regularly updated by a faculty with strong academic and business experience. The faculty stress the need to develop communication and writing skills, international and cultural awareness and a comprehensive managerial perspective.

ADMISSION

In order to be considered for admission as a degree candidate to the PMBA program, an applicant must hold a baccalaureate degree from an accredited institution and have a strong undergraduate academic record. Applications must include:

- a completed graduate application form
- a resume
- an official score report from the Graduate Management Admissions Test (GMAT) or
- Graduate Record Examination (GRE) taken within the last five years

- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a $75 application fee (non-refundable)

In addition, an admissions interview is required.

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official at the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens will also accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 12.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

STUDENT STATUS

Full Degree status

Full degree status is assigned to students who are pursuing a degree and who have met all admissions requirements, including a satisfactory undergraduate grade point average and an acceptable GMAT/GRE score.

Post-baccalaureate status

Post-baccalaureate status is accorded for one term only to those who have not yet submitted an acceptable GMAT or GRE score. A post-baccalaureate student is subject to the following policies:

- A post-baccalaureate student must complete the same admissions procedures as other graduate applicants and must meet the standards for general admission into the PMBA program except for submission of the GMAT/GRE score.
  Post-baccalaureate students are subject to the academic regulations and standards required of degree students.
- An acceptable GMAT or GRE score must be submitted in order to be changed to full degree status and continue in the program.
- The post-baccalaureate classification is a non-degree status which carries with it no implication that a student will be admitted to the PMBA degree program.

Non-degree graduate status

Non-degree graduate status is assigned to students not pursuing a degree. Non-degree graduate students are normally admitted for one term only. Courses taken in non-degree status may be applied to a degree program.

Applications must include:
- a completed graduate application form
- a resume
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a $75 application fee (non-refundable)

In addition, an admissions interview is required.

Transient status

Transient status is assigned to a student who wishes to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only.

Applications must include:
- a completed graduate application form
- an official transcript from the home institutions sent directly from the institution to the McColl Graduate Admissions Office
- a letter of good standing from the home institution including permission to take a specific course or courses and evidence of completion of any prerequisites needed
- a $75 application fee (non-refundable)

In addition, an admissions interview is required.

Admission on Academic Probation

When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. A student admitted on academic probation must meet the terms of probation set by his/her admission letter in order to be allowed to continue in the program.

DEGREE REQUIREMENTS

Degree requirements for the Professional MBA program include completion of 6 credit hours in foundation courses, 30 credit hours in core courses and 9 credit hours of electives.

The foundation courses are designed to provide preparation in, and an understanding of quantitative and behavioral skills. In addition, the necessity for computer knowledge will vary with each course within the program. There is an expectation that all PMBA students are comfortable with current applicable computer technology. The contents of the core courses are based on the assumption that students have mastered the knowledge and skills included in the foundation courses and have some computer literacy.

The core courses focus on the functional areas of business. The curriculum underscores the complexity and diversity of managerial decisions in national and international economies. Instruction is presented through various methods including extensive use of case studies.

Three electives are required to complete the degree. A Student may either take three unrelated elective courses, or may choose to complete a specific concentration. Concentrations are available in Marketing, Finance, Entrepreneurship, Executive Coaching, International Perspectives, and Health Care Leadership. A concentration is not required.

Course Sequence for the PMBA Program

A student generally should complete the foundation courses before taking the core courses.

BUSN 650 Strategic Management is the capstone course of the PMBA program and thus is taken after all other core courses are completed. It may be scheduled with an elective, but it may not be taken with any other required course.

FOUNDATION COURSES
BUSN 542 MBA Foundations I
BUSN 543 MBA Foundations II
CORE COURSES
BUSN 600 Leadership Development
BUSN 605 Law and Ethics
BUSN 608 International Business
BUSN 610 Management of Organizations
BUSN 615 Economics for Managerial Decisions
BUSN 620 Managerial Accounting
BUSN 622 Financial Management
BUSN 630 Marketing Management
BUSN 635 Decision Science
BUSN 650 Strategic Management
ELECTIVE COURSES
BUSN 652 Technology Management
BUSN 653 Entrepreneurship
BUSN 655 Consumer Behavior
BUSN 656 Operations Management
BUSN 657 Market Research
BUSN 658 Investment Analysis
BUSN 659 International Marketing
BUSN 662 Capitalism & Its Origins
BUSN 663 Creative Connections
BUSN 664 Legal Environments of Business
BUSN 665 International Experience
BUSN 668 International Financial Management
BUSN 670 Topics in Business
BUSN 671 Seminar in Financial Management
BUSN 672 Introduction to Coaching Theories
BUSN 673 Advanced Coaching Theories
BUSN 674 Coaching Practicum
BUSN 675 Hyper-Connected Innovation
BUSN 676 Management Consulting
BUSN 677 Interpersonal &Group Dynamics
BUSN 680 Independent Study

CONCENTRATIONS

Finance Concentration
BUSN 658 Investment Analysis
BUSN 668 International Finance
BUSN 671 Seminar in Financial Management

Marketing Concentration
BUSN 655 Consumer Behavior
BUSN 657 Market Research
BUSN 659 International Marketing

Entrepreneurship Concentration
BUSN 653 Entrepreneurship
BUSN 663 Creative Connections
BUSN 675 Hyper-Connected Innovation

Executive Coaching Concentration
BUSN 672 Introduction to Coaching Theories
BUSN 673 Advanced Coaching Theories
BUSN 674 Coaching Practicum

International Perspectives Concentration
BUSN 659 International Marketing
BUSN 665 International Experience
BUSN 668 International Financial Management

Healthcare Leadership Concentration
HLTH 618 Healthcare & Policy
HLTH 628 Healthcare Informatics
HLTH 638 Management of Healthcare Outcomes

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students. The following policies supplement or modify those policies for students in the PMBA program whether degree or non-degree.

See also important additional policies in ***Student Rights and Responsibilities***

Appeal of Grades

If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor cannot be reached, the student should ask to meet with the Director of the PMBA program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Approval for an Undergraduate to take a PMBA Course

Seniors at Queens with a cumulative grade point average of 3.5 or better may request approval of the student's undergraduate advisor and the PMBA student advisor to take a PMBA course. Approval must be granted prior to registration. Approval is not automatic. *See also* ***undergraduate policies on admission of undergraduates to graduate study****.* Students who wish to go on to complete the PMBA program must first be admitted to the program to continue taking courses. *See Admission requirements above*

Pass/Fail

Some PMBA classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Pass / No Record

The Foundation courses, BUSN 542 and 543, are offered only on a Pass/No Record basis. A Pass is equivalent to a B or better. Course work evaluated below B is considered "No Record" and there is no notation on the transcript that the course was taken. The grading and the credit hours for foundation courses are not included in the grade point average for the MBA degree. Unless specified, a graduate (600 level) course may not be taken on a Pass/No Record basis.

Graduation Requirements

PMBA students may receive a degree only after meeting all of the program requirements. A grade point average of 3.00 or better is required. At the discretion of the McColl School of Business Student

Qualifications Committee (MSB SQC), a student may be allowed to take additional course work to increase his/her grade point average. However, in no case will more than six extra hours (two courses) be allowed for the purpose of increasing the student's grade point average to the required level. The MSB SQC will determine the course work that is to be taken. No course with an assigned grade below C may apply toward degree requirements.

MSB Student Qualifications

The McColl School faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committees (MSB SQC). At the end of each term, the committee reviews the academic record of each student who is in academic difficulty.

Admission on Probation

Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal

A PMBA student who earns an “F” in any course or three (3) Cs will be subject to dismissal from the program and from the University.

A student will be placed on probation if his/her grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation.

If the student cannot be removed from probation the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

Satisfactory Academic Progress

Students must show progress toward completion of degree requirements. After receiving a grade of No Record in a foundation course (and provided the student is otherwise in good standing), a student may retake/repeat the course only once. If the PMBA student does not pass the foundation course the second time, he/she will be ineligible to continue in the program.

Executive Master of Business Administration Program

The Executive MBA at the McColl School of Business is a twenty-month learning experience rich in opportunities for personal and professional growth. Program participants are experienced managers who refine and extend their skills and aptitudes to enhance their continued career development.

The McColl School of Business offices are located in the Sykes Learning Center on the Queens campus. Applications and further information can be obtained at www.mccollschool.edu or by calling 704 337-2525. To contact the school by mail, write to McColl School Graduate Admissions, McColl School of Business, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

ADMISSION

The Admissions Committee seeks highly motivated applicants who have demonstrated success in management and who have the potential for significant additional responsibility. The Executive MBA program begins in September each year.

Applications must include:

- a completed graduate application form
- a resume
- an official score report from the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) taken within the last five years
- two letters of reference
- a statement of corporate support
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a $75 application fee (non-refundable)

In addition, an admissions interview is required.

Applications are reviewed on a rolling admissions basis. Applications are accepted and reviewed year-round and admission can be granted until the week prior to the first day of class.

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official at the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens will also accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 12.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status

All EMBA students are admitted with full degree status.

DEGREE REQUIREMENTS

The Executive MBA is a 54 credit hour program comprised of four academic terms of classroom and experiential learning and one summer with a consulting project and an international experience. The Executive MBA academic terms are highly integrated, emphasizing the interconnectedness of business processes and management concepts.

Required Courses

EMBA 610 The Big Picture
EMBA 620 Anatomy of the Enterprise
EMBA 630 Control and Development
EMBA 640 Managing Strategically
EMBA 671 International Experience
EMBA 672 Consulting Project

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students. The following policies supplement or modify those policies for students, whether degree or non-degree, in the EMBA program.

*See also important additional policies in **Student Rights and Responsibilities***

Registration

The Executive MBA office processes the registration for participants each term.

Evaluation System

Segments within each term are graded on a Pass/Fail basis, and one grade, Pass or Fail, is posted for each term on the transcript. In addition, the McColl Executive MBA faculty, at the conclusion of each term, provides written evaluative feedback on a participant's performance. Participants also receive substantial additional performance feedback from faculty and classmates. The written faculty commentary regarding performance is the primary vehicle used to judge overall participant performance.

Incomplete Status

A faculty member may assign a status Incomplete (I) for a compelling reason. An I status automatically becomes a grade of F if the participant fails to satisfactorily make up incomplete work within one term.

Withdrawal from the Program

A participant who wishes to withdraw from the program should notify the Executive MBA office in writing. Upon withdrawal from the program, the status for the term in progress will be recorded as W (withdrawal). At the discretion of the McColl Student Qualifications Committee, a participant who withdraws may be permitted to return to the program within one calendar year.

Administrative Withdrawal

If a participant fails to return for the next term, the participant will be administratively withdrawn from the program. Also, a participant who simply stops attending classes (i.e. four weeks consecutively or four consecutive classes from an individual discipline) will be administratively withdrawn from the program. Any administratively withdrawn participant must contact the Graduate Admissions office to be considered for readmission. Queens University of Charlotte reserves the right to require at any time the withdrawal of a participant whose conduct or academic work is not considered satisfactory.

Transfer of Courses

No courses are considered for transfer credit. Should a participant withdraw from the program and wish to attempt to transfer his or her completed course progress to another institution, a credit-hour description of the participant's completed course work can be made available through the Executive MBA office.

Time Limit

The EMBA is normally completed in twenty months. If a student cannot complete the program in twenty months he/she may apply for an extension. In all cases completion must be in six years.

Graduation Requirements

EMBA students may receive a degree only after completing the entire twenty month sequence of courses including the summer term and all special project assignments.

MSB Student Qualifications

Academic Probation and Dismissal

The McColl School faculty determines the academic standards, which are administered by the McColl Student Qualifications Committee. This committee reviews each case of academic difficulty to determine the appropriate action and academic status for the participant. Continuation in the McColl Executive MBA program is based on the qualitative recommendation of the program faculty based on the participant's individual performance as outlined under “Evaluation System.” Should the program faculty evaluate a participant's performance as unacceptable; the faculty will refer the evaluation to the McColl Student Qualifications Committee with a recommendation that the participant be placed on academic probation. The entire program faculty will review a participant on academic probation by the end of the subsequent term. The McColl Student Qualifications Committee, on the recommendation of the program faculty, approves removal from probation. Participants who do not receive a recommendation from the program faculty for removal from probation will be subject to dismissal from the program.

Variations in Degree Requirements

Any change in degree requirements must be approved by the McColl Student Qualifications Committee.

Master of Science (M.S.) in Executive Coaching

The Master of Science (M.S.) in Executive Coaching program curriculum is designed to meet the needs of working professionals and provides a low residency schedule using adult learning principles and various mediated learning technologies. Students participate in a cohort group designed to complete the program of study in two years.

Program sessions occur three times per year for one week. They begin on Saturday afternoon and continue through the next Saturday morning. Students are required to participate in all six-residency sessions, complete work independently and in work teams.. Students and faculty engage in online as well as telecommunication. Students begin the program in the summer term. Completion of degree requirements requires 36 graduate credit hours.

The program curriculum is based on the Graduate School Alliance for Executive Coaching (GSAEC) curriculum standards guidelines and the International Coach Federation's (ICF) coaching competencies and coach certification requirements.

ADMISSION

In order to be considered for admission as a degree candidate to the program, an applicant must hold a baccalaureate degree from an accredited institution and have seven years of professional work experience.

Applications must include:

- a completed graduate application form
- a resume
- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a $75 application fee (non-refundable)

In addition, an admissions interview is required; in person or via telecommunications

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official at the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens will also accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 12.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status

Students are admitted to the executive coaching program with full degree status.

Admission on academic probation

When an applicant to the program presents a marginal undergraduate record or less than seven years of professional work experience, the admissions committee may admit that person on academic probation. Students admitted on academic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

Admissions eligibility

Acceptance to the program will remain effective for one calendar year following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after the one-year period are required to reapply, and the subsequent admission decision will be based on the existing admission standards at the time of reapplication.

DEGREE REQUIREMENTS

The graduate program in Executive Coaching is a 36 credit hour program leading to the Master of Science (MS) degree.

Course Sequence

Normally the courses must be taken in the order in which they are offered. In the unusual circumstance in which a student misses a term of study, the Program Director will coordinate the sequence of re-entry as some courses are taught in sequential order - e.g., MSEC 605 must be completed before taking MSEC 630; MSEC 630 must be completed before MSEC 645; MSEC 615 must be completed before taking MSEC 625; and MSEC 675 should be the last course taken. No elective courses are offered.

Required Courses: (All 3 credit hours except MSEC 675)
MSEC 605 Coaching Theories and Practice
MSEC 610 Human Development and Leadership
MSEC 615 Understanding and Applying Research
MSEC 620 Interpersonal and Cross Cultural Comm
MSEC 625 Applied Assessments & Measurement
MSEC 630 Adv Coaching Theories & Practice
MSEC 635 Group and Team Dynamics
MSEC 640 Business Acumen
MSEC 645 Executive Coaching Practicum
MSEC 650 Practice Development & Management
MSEC 675 Capstone in Executive Coaching (6 credit hours)

Academic Policies

The catalog section of Graduate Academic Policies applies to all graduate students. The following policies supplement or modify those policies for students in the MSEC program.
*See also important additional policies in **Student Rights and Responsibilities***

Undergraduate Enrollment

An undergraduate student may not enroll in an MSEC course.

Graduation Requirements

Students in the executive coaching program may receive a degree only after satisfactorily completing all of the program requirements including six residencies and all special project assignments. A grade point average of 3.0 or better is required. No course with an assigned grade below C may apply toward degree requirements.

MSB Student Qualifications

The McColl School faculty has established standards of satisfactory academic progress, which are administered by its Student Qualifications Committee (SQC). At the end of each term the committee reviews the academic record of each student who is in academic difficulty.

Academic Probation and Dismissal

A student who earns an "F" in any course or three (3) C's will be subject to dismissal from the program and from the University.

A student will be placed on probation if his/her grade point average falls below 3.0. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation. If the student cannot be removed from probation, the student is subject to dismissal from the program. Extension of probation is by special permission and only due to extenuating circumstances.

Satisfactory Academic Progress

Students must show progress toward completion of the degree requirements. A student may retake/repeat a course only once. If an MSEC student does not pass the course the second time, he/she will be ineligible to continue in the program.

Withdrawal from the Program

A participant who wishes to withdraw from the program should notify the MSEC Program Director in writing. Upon withdrawal from the program, the status for the term in progress will be recorded as W (Withdrawal). At the discretion of the McColl SQC, a participant who withdraws may be permitted to return to the program within one calendar year.

Administrative Withdrawal

If a participant fails to attend a term, the participant will be administratively withdrawn from the program. Also, a participant who simply stops attending classes during the residency session or stops participating in distance learning programs will be administratively withdrawn from the program. Any administratively withdrawn participant must contact the Graduate Admissions office to be considered for readmission. Queens University of Charlotte reserves the right to require at any time the withdrawal of a participant whose conduct or academic work is not considered satisfactory.

Time Limit

The executive coaching program is normally completed in 24 months. If a student cannot complete the program in 24 months he/she may apply for an extension. In all cases, completion must be within six years.

Transferred Courses

Due to the cohort nature of the program graduate credits will not be transferred from another institution.

Incomplete Status

A faculty member may agree to assign a status of Incomplete (I) when the student is passing the course and has a compelling reason why he/she cannot complete final assignments before the end of the term. After discussion with the student, if the faculty member agrees to assign a grade status of Incomplete the student must sign the appropriate form filed with the Registrar. This status must be changed within one year of the end of the term in which the status was recorded. The student has until this time to complete the missing work. After this time the student will be assumed to have abandoned the class and the instructor or the

Registrar will change the status as appropriate. Neither credit hours nor grade points are awarded for a course whose status is "I". A student with a status of "I" in a course sequence required course will not be allowed to register for the next course in the sequence (See "Course Sequence" section).

Master of Science (M.S.) in Organization Development

The Master of Science (M.S.) in Organization Development program is intended for working professionals who are interested in designing and leading organizational change. Grounded in the behavioral and management sciences, the MSOD program provides students with an understanding of the dynamics of organizational culture change in organizational systems.

The McColl School of Business Graduate Admission offices are located in the Sykes Learning Center on the Queens campus. Applications and further information can be obtained at www.mccollschool.edu or by calling 704 337-2525. To contact the school by mail, write to McColl School Graduate Admissions, McColl School of Business, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

ADMISSION

In order to be considered for admission as a degree candidate to the MSOD program, an applicant must hold a baccalaureate degree from an accredited institution and have five years of professional work experience.

Applications must include:

- a completed graduate application form
- a resume
- an official score from the Graduate Management Admissions Test (GMAT) or Graduate Record Examination (GRE) taken within the last five years
- two letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a $75 application fee (non-refundable)

In addition, an admissions interview is required.

International Student Admission

The McColl School of Business welcomes international students. Applicants must ask each college or university they attended to forward their transcripts to the McColl School Graduate Admissions Office. Students transferring from a foreign college or university must have their transcripts evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org). Applicants should request the course-by-course report. In addition, secondary school transcripts in a language other than English must be translated into English by an official at the institution issuing the transcript.

Applicants for whom English is not the first language must satisfactorily complete the Test of English as a Foreign Language (TOEFL) with a minimum score of 550 on the paper version, 213 on the computer version, or 80 on the internet version, and have the score sent to the Office of Admissions. Information may be obtained by writing to the TOEFL Program, Educational Testing Service, Box 899, Princeton, N.J. 08541. The TOEFL code number for Queens University of Charlotte is 5560. Registration arrangements should be made at least two months before the testing date. Queens will also accept the International English Language Testing System (IELTS) exam. The minimum IELTS composite score required is a 6.0 for applicants. In lieu of TOEFL or IELTS scores Queens University of Charlotte will accept, prior to admission, successful completion of the ELS Language Centers' English language program at level 12.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each fall and spring terms to be eligible for an F-1 student VISA.

Student Status
Students are admitted to the MSOD program with full degree status

Admission on academic probation
When an applicant to a program presents a marginal undergraduate record or test score, the admissions committee may admit that person on academic probation. Students admitted on academic probation must meet the terms of probation set by their admission letter in order to be allowed to continue in the program.

DEGREE REQUIREMENTS

The Master of Science in Organization Development is a 36 credit hour program including 27 credit hours of core courses and 9 credit hours of electives.

Course Sequence
ODEV 675 may be taken only after all other core courses are completed. It may be scheduled with an elective, but it may not be taken with any other core course.

Core Courses
ODEV 600 Leadership Development
ODEV 601 Applied Research Methods
ODEV 602 Investment in Human Capital
ODEV 625 Introduction to Organization Development
ODEV 626 Advanced Topics in Organization Development
ODEV 635 Interpersonal and Group Dynamics
ODEV 640 Introduction to Coaching Theories and Application
ODEV 675 Capstone Practicum in Organization Development
Elective Courses (choose 3)
ODEV 605 Law and Ethics
ODEV 610 Management of Organizations
ODEV 632 Conflict Management
ODEV 645 Advanced Coaching Theories and Practice
ODEV 650 Coaching Practicum
ODEV 653 Entrepreneurship
ODEV 654 Personality Assessments for Work
ODEV 655 Hyper-Connected Innovation
ODEV 656 Management Consulting
ODEV 657 Transformational Change
ODEV 665 International Experience
ODEV 670 Topics in Organization Development (Topics vary; prerequisites vary by topic.)
ODEV 680 Independent Study

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all graduate students. The following policies supplement or modify those policies for students, whether degree or non-degree, in the MSOD program.

See also important additional policies in ***Student Rights and Responsibilities***

Undergraduate Enrollment
An undergraduate student may not enroll in an MSOD course.

Pass/Fail
Some MSOD classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Academic Grievances

If there is a possible error in the computation or transcription of a grade and satisfactory agreement between the student and the instructor is not reached, the student should ask to meet with the Director of the MSOD program. If a satisfactory agreement is still not reached, a meeting with the Dean of the McColl School should be scheduled.

Graduation Requirements

MSOD students receive a degree only after meeting all of the program requirements. A grade point average of 3.00 or better is required. No course with an assigned grade below C may apply toward degree requirements.

MSB Student Qualifications

The McColl School faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committees (MSB SQC). At the end of each term, the committee reviews the academic record of each student who is in academic difficulty.

Admission on Academic Probation

Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal

An MSOD student who earns an "F" in any course or three (3) C's will be subject to dismissal from the program and from the University.

A student will be placed on probation if his/her grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation. If the student cannot be removed from probation the student is subject to dismissal from the Program. Extension of probation is by special permission and only due to extenuating circumstances.

Satisfactory Academic Progress

Students must show progress toward completion of degree requirements. A student may retake/repeat a course only once. If the MSOD student does not pass the course the second time, he/she will be ineligible to continue in the program.

Non-Degree Coaching Certificate Program

The coaching certificate is a graduate program designed for the individual who already holds a baccalaureate, masters or doctoral degree. The certificate is available to those seeking to develop knowledge, skills and abilities in coaching either in a non-degree program of study, or in conjunction with a masters degree at Queens.

The program was built upon the International Coach Federation (ICF) competency model and the Graduate School Alliance for Executive Coaching (GSAEC) standards. It is a 15 credit hour certificate program requiring 9 credit hours of specified courses and 6 credit hours of elective options. The required courses focus on coaching theories and practice, the methods of coaching and the skills needed to coach individual and/or groups.

Degree candidates in a master's program at Queens should contact the McColl Graduate Admissions Office for information about completing the Coaching Certificate. Individuals who wish to complete only the Coaching Certificate should apply to the McColl School of Business as non-degree graduate students.

The McColl School of Business Admission offices are located in the Sykes Learning Center on the Queens campus. Applications and further information can be obtained at www.mccollschool.edu or by calling 704 337-2525. To contact the school by mail, write to McColl School Graduate Admissions, McColl School of Business, Queens University of Charlotte, 1900 Selwyn Avenue, Charlotte, NC 28274.

Admission to the Coaching Certificate Program

In order to be considered for admission as a non-degree student in the coaching certificate program, an applicant must hold a baccalaureate degree from an accredited institution and have five years of professional work experience.

Applications must include:
- a completed graduate application form
- a resume
- three letters of reference
- official transcript(s) of all academic work beyond high school sent directly from the institution to the McColl Graduate Admissions Office
- a $75 application fee (non-refundable)

In addition, an admissions interview is required.

Certificate Requirements

Requirements for the Coaching Certificate include completion of 9 credit hours in theory, practice, methods, and skills required for coaching and 6 credit hours of electives for a total of 15 credit hours.

Required Courses - 9 Hrs.
ODEV 640 Introduction to Coaching Theories and Application
ODEV 645 Advanced Coaching Theories and Practice
ODEV 650 Coaching Practicum
Electives - 6 Hrs.
The 6 credit hours in electives may be taken from the MSOD, PMBA, or MA COMM graduate program at Queens.

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all degree and non-degree graduate students. See also important additional policies in ***Student Rights and Responsibilities***

The James L. Knight School of Communication Graduate Programs

Master of Arts in Communication

Consistent with Queens' liberal arts tradition, the mission of the Knight School Master of Arts in Communication program is to prepare consumers and creators of communication messages to become engaged citizens, advocates and leaders in the communities they serve.

The last decade brought dramatic change to human communication. A hyper-connected global environment with ever-evolving digital and mobile forms of communication has transformed individuals, organizations, and societies in almost every industry and country. We are faced with unanticipated communication challenges and opportunities.

Curiosity, passion, innovation, and an entrepreneurial spirit are needed to solve today's communication problems and envision tomorrow's possibilities. By integrating multidisciplinary and boundary-breaking conceptions of communication, the Knight School MA in Communication program provides students with the knowledge, skills, and critical thinking needed to explore a variety of communication issues and achieve greater rewards in their chosen futures.

The Knight School believes that the ability to ask the best questions and know where and how to look for evolving answers is the best way to prepare our graduates to contribute and succeed in today's complex world. Success in the MA in Communication program is not about finding the "right" answer, but about asking the right questions and developing the skills and approaches needed for continued and engaged learning throughout life.

We actively engage students in the classroom through an intimate, safe learning environment in which they can ignite personal passions, gain valuable skills, and incubate new ideas. In their required courses, MA in Communication students hone their ability to access information, analyze and evaluate messages and texts, create content, reflect on social and ethical considerations, and engage in communities across all communication platforms. Then, students choose among context-specific electives to create an individualized plan of study that meets their interests and goals and allows them to develop mastery in a particular area. Students gain skills communicating with diverse audiences using a variety of traditional and digital platforms and examine topics such as interactive media, strategic communication with a global audience, organizational image and branding, and visual communication. Students also investigate a range of communication dynamics such as culture in a networked society, creativity and innovation, leadership and the management of meaning, and social entrepreneurship. Regularly scheduled special topic courses focus on emerging issues and technologies, allowing students to stay current with cutting-edge knowledge and skills. As part of its Knight Foundation grant, the Knight School is committed to providing students critical skills in accessing, analyzing, and creating content on a variety of digital platforms.

MA in Communication students complete the program by translating a personal passion into practice with a year-long project. They develop an original inquiry question about an important communication topic and/or challenge, allowing them to graduate with a completed project or initiative ready for implementation. Knight School MA in Communication students graduate prepared to make a difference, whether it is increasing organizational success, launching an entrepreneurial endeavor, or addressing a community or societal problem or need.

The program includes 36 credit hours of coursework. A student completes 18 credit hours of course requirements and an additional 18 credit hours of coursework of his or her choosing.

ADMISSION

Requirements for Admission

Requirements for admission into the MA in Communication program include:

1. Bachelor's degree from an accredited college or university.
2. Two years professional work experience.
3. Completed application which includes:
    - Application form
    - Resume' outlining academic and professional background and recognitions, honors, and awards.
    - Written statement describing professional and personal goals and objectives. For more information, read the Personal Statement Guidelines.
    - Non-refundable $75 application fee.
4. Supporting documents which include:
    - Official transcripts of all post-secondary academic course work that demonstrate a minimum cumulative GPA of 3.0 on a 4.0 scale. Note: Applicants with a cumulative GPA below 3.0 must provide acceptable GRE scores from within the past five years (Scores before August 1, 2011: Verbal 500 /Quantitative 410/Analytical 4.0. Scores after August 1, 2011: Verbal 153/Quantitative 140/ Analytical 4.0). Applicants with greater than five years of professional work experience may appeal the GRE requirement.
    - Two letters of academic or professional reference submitted in sealed envelopes.

An interview with the Admissions Committee may be requested.

International Student Admission

International students applying to a graduate program must meet all academics requirements as well as any additional requirements as outlined by the individual program.

Transcripts: If transferring credit from a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES, www.wes.org).

Standardized Test Scores: Queens accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in place of the SAT. A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.5 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program.

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status

Full Graduate Status

Full graduate status is given to students who are pursuing a master's degree and who have met all admission requirements, including the satisfactory undergraduate grade point average. Those without a cumulative GPA of 3.0 or above must provide an acceptable GRE score from within the past five years before they will be admitted.

Admission on Probation

Students admitted on academic probation must meet the terms of probation set by their admission letter to be allowed to continue in the program. Terms may vary from student to student depending upon academic and work experience.

Provisional Admission

Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Non-Degree Graduate Status

Non-degree status is assigned to students who wish to take graduate courses for personal satisfaction, but who may not wish to work toward a master's degree. Non-degree graduate students generally may not take more than nine credit hours. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures and standards as other graduate applicants, and must have an undergraduate overall grade point average of 3.0.

Transient Status

Transient status is assigned to students who wish to take a graduate course for transfer to another institution. Generally, a transient student is admitted for one term only. Transient students must complete an application form, submit copies of all post-secondary transcripts and submit a copy of their GRE scores and a letter of good standing from their home institution.

For More Information

Those interested in the graduate program should contact the Graduate Admissions Office at 704-337-2313 for information or an application.

REQUIREMENTS FOR THE DEGREE

Core Requirements (18 hours)

COMM 601 Communication Fluency
COMM 610 The Social Creation of Organizing
COMM 613 Constructing Messages and Audiences
COMM 616 Communicating Mindfully
COMM 680 Expanding Communication Boundaries
(COMM 680 must be taken in the Fall term immediately prior to COMM 681 in the Spring term of graduation)
COMM 681 Launching Passion into Practice *(Prerequisite: COMM 680)*
Plus an additional 18 hours of coursework chosen from the following courses:
  COMM 624 Communication and Culture in a Networked Society
  COMM 629 Leadership, Empowerment, and the Management of Meaning
  COMM 634 Organizations, Technology and the Changing Nature of Work
  COMM 638 Strategic Communication for Global Audiences
  COMM 642 Interactive Media and Storytelling
  COMM 646 Engaging Community in the Digital Age
  COMM 655 The Mediated Self and Changing Relationships
  COMM 658 Creativity and Networks
  COMM 662 Mediated Constructions of the Life Cycle
  COMM 664 Organizational Identity and Brand
  COMM 674 Social Entrepreneurship
  COMM 676 Visual Rhetoric and the Influence of Aesthetics
  COMM 650 Independent Study
  COMM 665 International Experience
  COMM 668 Special Topics in Communication *(repeatable as needed)*
  COMM 670 Directed Topics in Communication *(repeatable for a total of 6 hours)*

CLASS SCHEDULING

Each class typically meets once a week, either one weeknight or Saturday.

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all degree and non-degree graduate students in the School of Communication.

See also important additional policies in ***Student Rights and Responsibilities***

The following additional policies also apply to communication graduate students:

1. Students earning a C grade in COMM 601 Communication Fluency may be subject to dismissal from the program.
2. A student admitted on academic probation in the School of Communication should follow the terms of probation set by his or her admission letter but may enroll in no more than two courses during their first term of study.

The Wayland H. Cato, Jr. School of Education Graduate Programs

The Cato School of Education's graduate programs at Queens support the University's mission of providing educational experiences that transform students' lives and foster personal and professional success. Queens University of Charlotte believes that each individual has a responsibility to society at large which is exercised through personal service as expressed in the Queens motto: "Not to be served, but to serve."

Graduate programs include the Master of Arts in Teaching (MAT) (Elementary K- 6), the Master of Education (MED) in Literacy (K-12), the Master of School Administration (MSA) and post-baccalaureate licensure programs in Elementary Education (K-6), Biology, Chemistry, English, History, Mathematics and Social Studies (9-12) and French and Spanish (K-12).

CATO SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK: INDEPENDENT LEARNER

Queens University of Charlotte has identified the crucial role of the teacher as that of an independent learner. It is critical that teachers keep abreast of current knowledge and skills in their field of study. Their task is to be a model of a learned/learning person for students and through role modeling and instruction to give students the tools that enable them to become independent learners themselves. Independent learners have a high level of curiosity; are intrinsically motivated; reflect on their needs; set personal goals; develop an action plan to attain the goal, practice problem solving, critical thinking and inquiry skills to identify and locate resources needed to achieve the goal; and evaluate the degree to which the goal is achieved. In this recursive model, the independent learner is continually assessing the need to learn. Because of the pace of technology, social and occupational changes in today's society, the static education implied by the traditional transmission of knowledge model of teaching and learning no longer suffices.

The full text is available in the Teacher Education Handbook available from the Cato School of Education.

RETENTION

Retention in any graduate education program is based on the expectation that students demonstrate the characteristics of, and conduct themselves as members of, the teaching profession. Students may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- candidate dispositions
- knowledge of the subject taught
- ability to impart that knowledge
- earning less than a grade of C in any education course
- the manner and efficacy of discipline in the classroom
- rapport with students parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher.

Professional incompetence may be grounds for failure to recommend students for licensure.

STATE LICENSURE

Queens University of Charlotte must meet all national and state mandates in order to retain program approval. Candidates must fulfill all national and state requirements in place at the time of application for licensure. In order to meet the requirements for licensure in the state of North Carolina, the student must complete their program and also meet additional requirements mandated by the N.C. Department of Public Instruction.

STATE-MANDATED TESTS

Elementary Education

To be licensed in North Carolina, candidates must pass the Elementary Education specialty area of the PRAXIS II Examination. Information and registration bulletins are available in the Cato School of Education. Currently in North Carolina, the required test for Elementary Education is:

Elementary Education: Curriculum, Instructional Practices and Applications (Test Code 0015)

Technology Portfolio

To be licensed in North Carolina, candidates must demonstrate computer competencies through portfolios. Information about the portfolio is distributed in EDUC 270/514 Educational Technology. This is required for initial licensure only.

ACADEMIC POLICIES

The section GRADUATE ACADEMIC POLICIES applies to all degree and non-degree graduate students in the Cato School of Education.

*See also important additional policies in **Student Rights and Responsibilities***

NON-DEGREE ADMISSION

Non-Degree Graduate Status

A student who wishes to take graduate courses for teaching license renewal or other personal reasons, but not for a degree, will be classified as having non-degree graduate status. To be admitted as a non-degree graduate student, an individual must complete the same admissions procedures as other graduate applicants and meet the standards for general admission into a graduate program. Unless enrolled in a specific program, a non-degree graduate student may not take more than nine credit hours. After completion of nine credit hours, the student must apply as a degree candidate or receive special permission in order to continue.

Non-Degree Transient Status

A student who wishes to take a graduate course to transfer to another institution will be classified as a transient student. Generally, a transient student is admitted for one term only. Transient students must complete a graduate application, submit a copy of a transcript and a letter of good standing from their home institution, and receive special permission from the Cato School of Education.

Master of Arts in Teaching (MAT)

The MAT program is designed to offer North Carolina licensure in Elementary Education to those who have undergraduate degrees in majors other than Education. Queens University of Charlotte has a long-standing commitment to provide educators with the skills needed to deal with the complexities of today's classroom setting. Candidates earning their licensure at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing and shaping the lives of children.

GOALS

The MAT program will:

- Provide opportunities for the teacher to develop insights into the understanding of the theoretical and philosophical bases for educational practices in the elementary school, the elementary curriculum, the interrelationship of subjects and major curriculum movements and trends
- Develop the teacher's understanding of the nature of the learner, the learning process and the evaluation of learning
- Assist the teacher in gaining insights and skills in the use of techniques of research and in designing and carrying out research projects
- Provide the teacher with a concentrated study of the instructional areas of the elementary curriculum
- Develop the teacher's ability to synthesize information and resources to provide a developmentally appropriate living/learning environment for elementary children
- Promote increased understanding of advanced computer skills and integrate technology into the curriculum

OBJECTIVES

The MAT program will:

- Develop knowledge and understanding of theories and principles of human growth and development and learning and their implications for providing learning environments appropriate to the physical, cognitive, social and emotional needs of elementary school children
- Develop an understanding of the basic principles of curriculum planning and implementation of a developmentally appropriate, comprehensive integrated class room program
- Develop knowledge of learning strategies and models consistent with the developmental needs of elementary school children and reflective of proven educational practice and research
- Develop knowledge of effective instructional practices and assessment strategies which apply language and literacy research and theory to the planning of an integrated literature and communication process throughout the curriculum
- Develop knowledge and understanding of the mathematical concepts and processes and their implications for developing learning environments which focus on the importance of learning through concrete and manipulative experiences and on fostering positive attitudes towards Mathematics
- Develop knowledge of science concepts, principles, and experiences that will enable teachers to provide integrated, discovery-centered, teacher-facilitated classroom science programs which are developmentally appropriate for elementary school children

ADMISSION

Application Requirements

To be considered for admission to the MAT program, an applicant must:

1. Hold a baccalaureate degree in a major other than education from a regionally accredited institution
2. Submit a completed graduate application form, including the non-refundable $40 application fee

3. Submit official transcript(s) of all post-secondary academic course work in sealed envelopes. It is the applicant's responsibility to have ALL transcripts sent directly from each institution attended to the Graduate Education Admissions Office.
4. Have a cumulative grade point average of at least 2.500 or better on a 4.000 scale on all post-secondary academic course work
5. Submit two letters of professional reference
6. Submit satisfactory scores on the Graduate Record Examination (GRE)

Once a student has been admitted to the MAT Program, they must register and pay for Foliotek, our assessment and portfolio management software program. Student assignments and evidences will only be accepted in Foliotek.

INTERNATIONAL STUDENT ADMISSION

International students applying to a graduate program must meet all academic requirements as well as any additional requirements as outlined by the individual program. If you attended a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES, www.wes.org). Queens accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in place of the SAT. A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.5 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program.

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

STUDENT STATUS

Full Admission

Is accorded applicants who have met all admissions requirements, including a satisfactory undergraduate grade point average, acceptable GRE scores and the satisfactory completion of any required preparation or licensure required courses.

Provisional Admission

Students who are provisionally admitted to the University must meet the requirements for full admission in order to continue taking courses at Queens. Provisional admission is granted for ONLY ONE TERM to a student who is missing one or more admissions requirements but shows academic promise.

Probationary Admission

Students accepted on probation must meet the requirements outlined in their acceptance letter in order to continue enrollment at Queens.

REQUIREMENTS FOR THE MASTER OF ARTS IN TEACHING

Professional Course Work

The MAT is a two phase program consisting of 42 hours of graduate professional education course work in Phase I and 9 hours of graduate professional education course work in Phase II. All students must earn a grade of C or better in all education courses. A 12 credit hour student teaching internship in the Charlotte-Mecklenburg School System (CMS) is required. This experience is the capstone of Phase I. Enrollment in EDUC 499 Professional Internship takes place only after the completion of all Phase I course work.

Comprehensive Examination

A comprehensive written examination is required. The examination is taken at the end of Phase II when all other program requirements are satisfied. Students must successfully complete the examination before they are awarded the degree. The exam is evaluated on a pass/fail basis.

Program of Study

The MAT program is designed to offer North Carolina licensure in Elementary Education to those who have undergraduate degrees in majors other than education. The program is structured in two phases. At the end of Phase I, candidates apply for initial Standard Professional I licensure. Courses in Phase II cannot be taken prior to finishing Phase I or prior to obtaining the A initial level license. At the end of Phase II, candidates earn the MAT and upgrade to an advanced masters level license. (Standard Professional II).

Suggested Course Sequence

Students may begin the MAT program in any term - spring, summer, or fall. A sequence of courses can be developed for individual students by the Education Advisor. The following are suggestions to make the program more meaningful.

- EDUC 224 Foundations and Curriculum in Elementary Education should be taken as early in the program as possible
- EDUC 527 Teaching Reading & Other Language Arts should be taken before EDUC 524 Diagnostic and Corrective Reading Techniques

Application for Student Teaching

MAT students must apply for student teaching in the term preceding their planned student teaching semester (EDUC 499). All Phase I course work must be completed before the student teaching semester.

To be accepted a student must:

- Have positive recommendations by two Queens faculty members
- Have a grade point average of 2.75
- Earn a grade of C or better in all education courses
- Have acceptable Student Disposition Forms from both student and faculty
- Be in good standing at the University
- Receive the approval of the Teacher Education Committee

PHASE I

The course of study for Phase I provides candidates with teaching competencies identified by The North Carolina Department of Public Instruction (NCDPI).

EDUC 504 Classroom Management and Conflict Resolution
EDUC 510 Educational Psychology
EDUC 516 Math/Science Methods in Elementary Education Part I
EDUC 514 Educational Technology
EDUC 518 Foundations and Curriculum in Elementary Education
EDUC 524 Diagnostic and Correction of Reading Difficulties
EDUC 527 Teaching Reading & Other Language Arts
EDUC 517 Math/Science Methods in Elementary Education II
EDUC 540 Social Studies Methods/Materials in the Elementary School
EDUC 548 Content and Vocabulary Development in Elementary Education
EDUC 499 Professional Internship (12 Hrs.) OR EDUC 498 Supervised Internship (for Lateral Entry Teachers)

Additional Requirements for initial licensure:

- Pass appropriate PRAXIS II Test Code 0015
- Submit Technology Portfolio

Field Experiences
In conjunction with course requirements, the program requires field experiences in a variety of grade levels in CMS in diverse K-6 settings. Field experiences related to methods courses will be arranged with the course instructor. Each candidate is responsible for completing the field hours required in the methods courses. Each field experience placement consists of opportunities for candidates to:

- Observe students and teachers in a learning environment
- Assist teachers with professional responsibilities
- Provide direct teaching and management experience in one-on-one or small group settings

PHASE II
Phase II courses may not be taken before the completion of Phase I. Only candidates who have been recommended for licensure by Queens and who have received A level licensure may enroll in Phase II. The course of study for Phase II is designed to extend NCDPI competencies and match the core competencies required for advanced licensure.
EDUC 503 Educational Research and Evaluation
EDUC 525 Diversity in Schools
*EDUC 551 Teacher as Researcher
*EDUC 552 Seminar and Reflective Practice

*NOTE: EDUC 552 is a co-requisite to EDUC 551. Students enroll in 551 and 552 in the fall semester, however, these classes continue through the spring semester and final grades are awarded at completion of these courses in May. The MAT is conferred once 551 & 552 are complete. Once the degree is conferred a student then applies for advanced level M licensure.

Additional Phase II Requirements:

- The Action Research Project is the culminating activity for Phase II. Candidates conduct original research as part of EDUC 551 Teacher as Researcher and report it as a publishable paper, and present it at an Action Research Symposium.
- The Comprehensive Examination allows candidates to demonstrate their ability to synthesize program knowledge. The examination is evaluated on a pass/fail basis.

See also Graduate Academic Policies and Student Rights and Responsibilities

Master of Education (M.Ed.) in Literacy

Queens University of Charlotte has a long-standing commitment to provide educators with the skills needed to deal with the complexities of today's classroom setting. Candidates earning their licensure at Queens commit themselves to a productive career and a noble life in teaching. They recognize the vital role of the educator in guiding, nurturing, and shaping the lives of children.

The M.Ed. offers North Carolina Licensure in Reading (K-12) as part of a graduate degree. The M.Ed. is designed for candidates who hold an undergraduate degree, who hold a clear teaching license in the state of North Carolina, and who have at least two years of teaching experience. The M.Ed. program consists of 33 hours of coursework, leading to an M level license in the state of North Carolina.

ADMISSION

Application Requirements

To be considered for admission to the MED program, an applicant must:

1. Submit a completed graduate application form, including the non-refundable $40 application fee
2. Submit official transcript(s) of all post-secondary academic course work in sealed envelopes. It is the applicant's responsibility to have ALL transcripts sent directly from each institution attended to the Graduate Education Admissions Office.
3. Have a cumulative grade point average of at least 2.500 or better on a 4.000 scale on all post-secondary academic course work
4. Submit two letters of professional reference, one from your principal
5. Submit satisfactory scores on the Graduate Record Examination (GRE)
6. Submit a copy of a valid and non-provisional NC teaching license
7. Submit evidence of two years teaching experience

Once a student has been admitted to the MED Program, they must register and pay for Foliotek, our assessment and portfolio management software program. Student assignments and evidences will only be accepted in Foliotek.

INTERNATIONAL STUDENT ADMISSION

International students applying to a graduate program must meet all academic requirements as well as any additional requirements as outlined by the individual program. If you attended a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES, www.wes.org). Queens accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in place of the SAT. A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.5 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program.

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

STUDENT STATUS

Full Admission

Is accorded applicants who have met all admissions requirements, including a satisfactory undergraduate grade point average, acceptable GRE scores and the satisfactory completion of any required preparation or licensure required courses.

Provisional Admission

Students who are provisionally admitted to the University must meet the requirements for full admission in order to continue taking courses at Queens. Provisional admission is granted for ONLY ONE TERM to a student who is missing one or more admissions requirements but shows academic promise.

Probationary Admission

Students accepted on probation must meet the requirements outlined in their acceptance letter in order to continue enrollment at Queens.

DEGREE REQUIREMENTS FOR THE M.Ed. in Literacy

EDUC 601 Educational Research & Evaluation
EDUC 608 Diversity in Schools
EDUC 615 Word Study
EDUC 630 Foundations of Reading
EDUC 640 The Teaching of Writing
EDUC 650 Assessment, Diagnosis, & Instruction to Remediate Reading Difficulties (Corequisite EDUC 660)
EDUC 660 Practicum in Reading Diagnosis (6 credit hours)
EDUC 670 Current Issues & Practices in Literacy
EDUC 680 Action Research
EDUC 690 Seminar in Collaborative Leadership & Professional Development

Tentative Course Rotation

Year 1
EDUC 601 Educational Research & Evaluation
EDUC 630 Foundations of Reading
EDUC 608 Diversity in Schools (taken simultaneously with EDUC 615)
EDUC 615 Word Study
Year 2
EDUC 640 The Teaching of Writing
EDUC 670 Current Issues & Practices in Literacy
EDUC 650 Assessment, Diagnosis, & Instruction to Remediate Reading Difficulties (taken simultaneously with EDUC 660)
EDUC 660 Practicum in Reading Diagnosis (6 credit hours)
Year 3
EDUC 690 Seminar in Collaborative Leadership & Professional Development
EDUC 680 Action Research

Additional Requirements

- Professional Portfolio
- Action Research Project
- Earn a grade of C or better on all courses

See also **Graduate Academic Policies** and **Student Rights and Responsibilities**

Master of School Administration (MSA)

The MSA program is offered to cohorts of students. The coursework leads to Principal licensure after the successful completion of a satisfactory score on the School Leaders Licensure Assessment and completion of the requirements for the Masters degree. Queens University of Charlotte has a long-standing commitment to provide educators with the skills needed to deal with the complexities of today's school setting. Candidates earning their licensure at Queens commit themselves to a productive career and a noble life in school administration. They recognize the vital role of the educator in guiding, nurturing and shaping the lives of Children.

ADMISSION TO THE PROGRAM

Application Requirements

- A completed graduate application
- Official transcripts from each college or university attended submitted in sealed envelopes
- Two letters of recommendation from current or previous supervisors or a letter of nomination from your school system
- Satisfactory scores of 790 combined* on the Graduate Record Exam (GRE)
- A copy of a non-provisional teaching license
- Evidence of five successful years of teaching
- An original writing sample
- Completion of the initial Student Self Assessment of Dispositions

*You may attend one semester with a transcript indicating awarding of a bachelors degree and without taking the GRE. You may not register for a second term without completing all admissions requirements.

INTERNATIONAL STUDENT ADMISSION

International students applying to a graduate program must meet all academics requirements as well as any additional requirements as outlined by the individual program. If transferring credit from a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES, www.wes.org).
Queens accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in place of the SAT. A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.5 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program.

International students also are required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States. Full acceptance into the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Student Status Full Status is accorded applicants who have met all admissions requirements.

Admission on Probation Students admitted on academic probation must meet the terms of probation set by their admission letter, which may vary, in order to be allowed to continue in the program.

Provisional Admission Students admitted provisionally must meet the terms of full admission in order to continue in the program.

Degree requirements for the MSA

EDUC 606 Building a Culture of Collaboration (3 hrs.)
EDUC 610 Building Community (3 hrs.)
EDUC 612 Leading Diversity (3 hrs.)
EDUC 631 Supervision to Improve Instruction (3 hrs.)
EDUC 641 Leading Change (3 hrs.)
EDUC 646 Professional Learning Communities (3 hrs.)
EDUC 648 Leading Effective Resource Management
EDUC 667 Education Law and Ethics (3 hrs.)
EDUC 671 Curriculum Development and Implementation (3 hrs.)
EDUC 676 Improving Instruction Using Data (3 hrs.)
EDUC 686 Human Resource Management (3 hrs.)
EDUC 695 School Executive Internship I (3 hrs)
EDUC 696 School Executive Internship II (3 hrs)
Program Total: 39 Hours

School Executive Internship

Interns will meet with their mentors (principals or assistant principals) within the first two weeks of the fall semester to frame the activities for which the intern will be responsible during fall and spring semesters. The activities will be school specific and designed around the North Carolina Standards for School Executives with the hope that the time interns spend will be valuable and beneficial. A written plan must be submitted to the instructor.

Interns will complete the "Log of Activities for Pre-Service School Executives."The log must be filled out completely, paying special attention to align each activity with the appropriate standard from the North Carolina Standards for School Executives. A minimum of 60 hours must be logged by the intern. The log must be signed and dated by the intern and the principal with whom the intern has worked. A minimum of 100 hours should be logged.

Interns will submit a reflective paper about the internship experience.

State Licensure

For more information on licensure see State Licensure above.

POLICIES

The section ***Graduate Academic Policies*** applies to all graduate students in the Cato School of Education whether admitted as degree candidates or as non-degree candidates.

*See also important additional policies in **Student Rights and Responsibilities***

Non-Degree Program:
The Post-Baccalaureate Teacher Licensure Program

The Cato School of Education also offers programs for post-baccalaureate, non-degree candidates seeking initial North Carolina Class A licensure. Queens University of Charlotte is approved by the state of NC to offer licensure in the following areas:

- Elementary Education (K-6)
- Secondary Education (9-12) in the areas of Biology, Chemistry, English, History, Mathematics and Social Studies.
- Spanish or French (K-12)

With the exception of the student teaching practicum, all education course work can be completed in the afternoon. Content area courses required for secondary licensure (9-12) in English are offered in the evenings. History or social studies (9-12) may be completed at night over a longer period of time. Content courses for licensure in other areas of secondary (9-12) and (K- 12) Spanish or French are available for students who can take classes during the day.

ADMISSION

Application Requirements

To be considered for admission to the Post-Baccalaureate Licensure Program, an applicant must:

1. Hold a baccalaureate degree from a regionally accredited institution with a major in the subject area for which secondary licensure is sought, or for elementary licensure, hold a baccalaureate degree from a regionally accredited institution.
2. Submit a completed graduate application form, including the non-refundable $40 application fee
3. Submit official transcript(s) of all post-secondary academic course work in sealed envelopes. It is the applicant's responsibility to have ALL transcripts sent directly from each institution attended to the Graduate Education Admissions Office.
4. Have a cumulative grade point average of at least 2.500 or better on a 4.000 scale on all post-secondary academic course work
5. Submit two letters of professional reference
6. Submit satisfactory scores on the Praxis I, ACT or SAT
7. Select applicants will be asked to provide official, passing Praxis II scores

Once a student has been admitted to the PB Program, they must register and pay for Foliotek, our assessment and portfolio management software program. Student assignments and evidences will only be accepted in Foliotek.

International Student Admission

International students applying to a graduate program must meet all academic requirements as well as any additional requirements as outlined by the individual program. If you attended a college or university outside the U.S., you must submit a course-by-course evaluation from World Education Services (WES, www.wes.org). Queens accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) in place of the SAT. A minimum score of 550 (written test), 213 (electronic test), or 79 (internet based test) on the TOEFL is required for admission. A minimum composite score of 6.5 on the IELTS is required for admission. Also, in lieu of the TOEFL, Queens will accept successful completion (level 12) of the ELS Language Centers English language program.

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

STUDENT STATUS

Full Admission

Is accorded applicants who have met all admissions requirements, including a satisfactory undergraduate grade point average, acceptable GRE scores and the satisfactory completion of any required preparation or licensure required courses.

Provisional Admission

Students who are provisionally admitted to the University must meet the requirements for full admission in order to continue taking courses at Queens. Provisional admission is granted for ONLY ONE TERM to a student who is missing one or more admissions requirements but shows academic promise.

Probationary Admission

Students accepted on probation must meet the requirements outlined in their acceptance letter in order to continue enrollment at Queens.

TRANSITION POINTS IN THE TEACHER LICENSURE PROGRAM

Application to the Teacher Education Program

Post baccalaureate students must apply to the School of Education for admission to the Teacher Education Program prior to completing four Education courses for the Elementary Education program, or two Education courses for a secondary education program. A student will be applying either to the Elementary Education or to another education program.

Requirements for admission include:

- completed TEP application and essay
- two positive faculty assessments
- an overall grade point average of 2.75
- completed self-assessment
- acceptable scores on the ACT, the SAT, or the Pre-Professional Skills Test (PPST)
- registration/payment in Foliotek (5 year subscription)
- approval of the Teacher Education Committee.

Retention in the Program

Retention in the program is based on the expectation that students demonstrate the characteristics of and conduct themselves as members of the teaching profession. Students may be removed from the program upon showing professional incompetence. A deficiency in one or more of the following areas is evidence of professional incompetence:

- knowledge of the subject
- ability to impart that knowledge
- the manner and efficacy of discipline in the classroom
- rapport with students, as well as parents, faculty, administration and staff
- physical and mental ability to perform the essential functions of a teacher
- earn a grade of C or better in all education courses

Professional incompetence may be grounds for dismissal from the program and failure to recommend students for licensure.

Application for Student Teaching

Students must apply for student teaching in the term preceding their planned student teaching semester (EDUC499). All course work must be completed before the student teaching semester.

To be accepted a student must:

- submit a completed Student Teaching Application and essays
- have positive recommendations by two Queens faculty members
- earn a grade of C or better in all education courses
- have a major grade point average of 2.75
- have acceptable Student Disposition Forms from both student and faculty
- be in good standing at the University
- receive the approval of the Teacher Education Committee.

STATE-MANDATED TEST

Elementary Education

To be licensed in North Carolina, candidates must pass the Elementary Education specialty area of the PRAXIS II Examination. Information and registration bulletins are available in the Cato School of Education. Currently in North Carolina, the required test for elementary education is:

Elementary Education: Curriculum, Instructional Practices and Applications (Test Code 0015)

Technology Portfolio (Elementary and Secondary Licensure)

To be licensed in North Carolina, candidates must demonstrate computer competencies through portfolios. Information about the portfolio is distributed in EDUC 270/514 Educational Technology. This is required for initial licensure only.

POLICIES

The sections *Student Rights and Responsibilities* and *Graduate Academic Policies* apply to degree and non-degree graduate students in the Cato School of Education.

Post-Baccalaureate students in the Cato School are also subject to the following additional policies:

- The post-baccalaureate classification carries with it no implication that a student will be admitted to a degree program.
- Once a student elects to enroll in the post-baccalaureate elementary teacher licensure program, he/she may not transfer into the graduate MAT program.
- Post-baccalaureate students must successfully complete all EDUC course work at Queens and NO transfer credit will be accepted.
- Students who successfully complete all licensure requirements, including student teaching, are recommended for licensure by Queens University of Charlotte.
- Post-baccalaureate students may take up to 9 credit hours of licensure requirements at the graduate level.
- Post-baccalaureate students must submit satisfactory scores on the PRAXIS II Test Code 0015 to be recommended for licensure in Elementary Education.
- Post-baccalaureate students must submit a Technology Portfolio
- Each candidate for teacher licensure must meet with an advisor to plan an individual schedule of courses. Students should thereafter meet with their advisor on a regular basis.
- The student may register for any course for which the prerequisites have been satisfied.

PROGRAMS OF STUDY

Professional Education Requirements (K-6)

EDUC 224 or EDUC 518 Foundations and Curriculum in Elementary Schools
EDUC 402 Diagnosis and Correction of Reading Difficulties
EDUC 421 Mathematics/Science Methods Part I
EDUC 401 Teaching Reading and Other Language Arts
EDUC 422 Mathematics/Science Methods Part II
EDUC 435 Word Study
EDUC 270 or EDUC 514 Educational Technology

EDUC 310 or EDUC 510 Educational Psychology
EDUC 411 Social Studies Methods and Materials in Elementary Schools
EDUC 499A Professional Internship -- Elementary

Professional Education Requirements for Secondary Licensure (9-12) or Foreign Language (K-12)
Additional content area courses may be needed for licensure. Interested students should see their advisor to determine if additional coursework will be required.

Education Courses:
EDUC 222 Foundations of American Education for Secondary Students/Foreign Language K-12
EDUC 270 or EDUC 514 Educational Technology
EDUC 310 or EDUC 510 Educational Psychology
EDUC 345 Content Area Reading
EDUC 436 Secondary Methods & Materials OR EDUC 444 Foreign Language Methods and Materials
EDUC 299 Exploratory Internship in Education (for Foreign Language only)
EDUC 498 Supervised Internship for Lateral Entry OR EDUC499 Professional Internship - Secondary or Foreign Language

ANDREW BLAIR COLLEGE OF HEALTH

The Presbyterian School of Nursing Graduate Programs

Master of Science in Nursing (MSN)

The Master of Science in Nursing (MSN) program is designed to prepare nurses as interdisciplinary, collaborative nursing leaders and educators. Students acquire advanced knowledge of nursing theory, research, informatics, and health policy in addition to specialized knowledge in an academic/role "track" within the program. Integral to the program are interdisciplinary educational experiences.

Health Systems Management students have opportunities to synthesize nursing and business knowledge in diverse settings and through application of the research process. Graduates will be prepared to function as members of interdisciplinary executive level teams.

Nurse Educator Practices students learn about curriculum development, teaching strategies and methods for student and program evaluation. Graduates are prepared to teach in academic or clinical settings.

Clinical Nurse Leader® students learn to care for patients with complex conditions and work with interdisciplinary teams to improve quality outcomes and efficiency of care for patient groups. Graduates are eligible to take the national certification exam for Clinical Nurse Leader

ADMISSION

Admission to the MSN Program

Applications are accepted on a continuous, year-round basis. It is recommended that applicants submit all required material in a single sealed envelope, including official transcripts. Applications for admission are reviewed when all required credentials are received. It is each applicant's responsibility to allow sufficient time for all admissions documents to be compiled and mailed and to make sure that all materials arrive prior to the intended term of admissions.

The following are required to be considered for admission to the MSN program*:

1. A completed graduate application, including a nonrefundable $40 application fee.
2. Evidence of a BSN degree from a regionally accredited institution and nursing program accredited by NLNAC or CCNE. RNs with other bachelor's degrees will be considered on an individual basis.
3. Evidence of a current unrestricted license to practice nursing in North Carolina or a compact state.
4. Evidence of a cumulative grade point average of at least 3.0 on a 4.0 scale in upper division nursing course work. Applicants with less than 3.0 GPA must submit GRE scores. For GREs taken before August 2011, a combined verbal reasoning and quantitative and reasoning score of 1000 or higher is required. For GREs taken after August 2011, a minimum score of 150 in verbal reasoning and quantitative reasoning and a score of 4 or above in analytical writing is required.
5. Official transcript(s) of all post-secondary academic course work.
6. Two letters of recommendation focused on the candidate's ability to be successful in master's level coursework.
7. A statement of purpose for graduate study.

*Admission requirements are currently under review. Revisions will be posted on the Master of Science Admissions website.

International Student Requirement

If transferring credit from a college or university outside the U.S., applicants must have their transcripts translated and evaluated independently by a certified transcript evaluation service such as World Education Services (www.wes.org).

International students are also required by the United States Citizenship and Immigration Services to submit a confidential certified financial statement indicating the amount of funds available for their education in the United States.

Full admission to the University is required before an I-20 may be issued. Graduate international students must be enrolled in at least 9 credit hours each in the fall and spring terms to be eligible for an F-1 student VISA.

Campus Visits

Prospective students seeking information about admission into the program are encouraged to visit the PSON Admissions Office located at Queens' Fifth Street Campus, 1901 East 5th Street, Charlotte NC. Students may visit from 10:00 – 11:00 AM, without an appointment, unless otherwise noted on the website. Appointments outside of that time must be scheduled in advance.

Nursing Specific Policies and Procedures

Please see the current edition of the ***PSON Student Handbook*** for details on the specific policies and procedures for MSN students.

Degree Requirements

The Master of Science in Nursing with a concentration in Nurse Educator Practices, or Health Systems Management consists of 36 credit hours at the graduate level, including 15 credit hours in nursing core courses, and 21 credit hours in Specialty courses. The Master of Science in Nursing with the Clinical Nurse Leader® concentration consist of 38 credit hours, 15 credit hours in the nursing core courses and 23 credit hours in specialty courses.

MSN Core Courses (required for all tracks):
NURS 612 Theoretical Foundations (3 Hrs.)
NURS 624 Health Policy (3 Hrs.)
NURS 628 Informatics in Health Care (3 Hrs.)
NURS 630 Data Interpretation (3 Hrs.)
NURS 632 Research Methods (3 Hrs.)

Health Systems Management Track Specialty Courses
BUSN 605 Law and Ethics (3 Hrs.)
BUSN 610 Management of Organizations (3 Hrs.)
BUSN 615 Economics for Managerial Decisions (3 Hrs.)
NURS 546 Financial Management in Healthcare Organizations (3 Hrs.)
NURS 616 Health Care Administration (3 Hrs.)
NURS 634 Health Care Practicum (4 Hrs.)
NURS 670 Nursing Capstone Project (2 Hrs.)

Nurse Educator Practice Track Specialty Courses
NURS 615 Issues and Trends for the Nurse Educator (3 Hrs.)
NURS 620 Curriculum Building and Evaluation (3 Hrs.)
NURS 633 Teaching and Learning in Nursing Education (3 Hrs.)
NURS 636 Assessment and Evaluation in Nursing Education (3 Hrs.)
NURS 638 Leadership in Nursing Education (3 Hrs.)

NURS 644 Nurse Educator Practicum (4 Hrs.)
NURS 670 Nursing Capstone Project (2 Hrs.)

Clinical Nurse Leader® Track Specialty Courses
BIOL 510 Advanced Pathophysiology (3 Hrs.)
NURS 650 Advanced Health Assessment of Person, Family, Community (3 Hrs.)
NURS 651 Professionalism and Ethics in Clinical Leadership (3 Hrs.)
NURS 652 Management of Clinical Outcomes (4 Hrs.)
NURS 653 Management of the Care Environment (4 Hrs.)
NURS 654 Clinical Nurse Leader Residency (6 Hrs.)

MSN-MBA Combined Program
Students who plan to complete a dual degree must meet the requirements for both the MSN and MBA. MSN courses taken in the McColl Graduate School of Business apply toward the MBA. Call 704-337-2224 for information.

ACADEMIC POLICIES

The section *GRADUATE ACADEMIC POLICIES* applies to all degree and non-degree graduate students in the Presbyterian School of Nursing.

See also important additional policies in ***Student Rights and Responsibilities***

In addition:

Full-Time Status for the NC Nurse Scholars Program
For purposes of the NC Nurse Scholars Program, the student taking 18 credit hours annually (6 credits each fall, spring and summer term) is regarded as full time for that program.

Non-Degree Programs
Graduate Certificate Programs in Nursing

ADMISSION

Normally a graduate student may not take more than nine hours as a non-degree student. To be admitted as a non-degree graduate student, an individual must meet all MSN admission requirements, excluding the need for letters of recommendation and a resume.

Admission Requirements for Non-Degree Candidates:
1. Complete an application to the nursing graduate program
2. Provide official transcripts from all universities/colleges previously attended.

Health Systems Management Certificate

Non-degree students may enroll in the certificate option, which includes five courses designed to equip them with basic principles of management. These courses qualify for the continuing education component of the ANCC certification exam for nurse executive and nurse executive, advanced.

The five required courses are:

BUSN 605 Law and Ethics (3 Hrs.)
BUSN 610 Management of Organizations (3 Hrs.)
BUSN 615 Economics for Managerial Decisions (3 Hrs.)
NURS 546 Financial Management in Healthcare Organizations (3 Hrs.)
NURS 616 Health Care Administration (3 Hrs.)

Post Masters Certificate in Clinical Nurse Leader®

Registered nurses who already have an MSN and meet admission requirements are eligible to take the six specialty courses for the Clinical Nurse Leader® concentration and receive a post masters certificate. Completing the certificate makes the student eligible to sit for the nation CNL® certification exam.

The six required classes are:

BIOL 510 Advanced Pathophysiology (3 Hrs.)
NURS 650 Advanced Health Assessment of Person, Family & Community (3 Hrs.)
NURS 651 Professionalism and Ethics in Clinical Leadership (3 Hrs.)
NURS 652 Management of Clinical Outcomes (4 Hrs.)
NURS 653 Management of the Care Environment (4 Hrs.)
NURS 654 Clinical Nurse Leader Residency (6 Hrs.)

Post Masters Certificate in Nurse Educator Practices

Registered nurses who already have an MSN and meet admission requirements are eligible to take the five theory specialty courses for Nurse Educator Practices and receive a Post-Masters Certificate.

The five required courses are:
NURS 615 Issues and Trends for the Nurse Educator (3 Hrs.)
NURS 620 Curriculum Building and Evaluation (3 Hrs.)
NURS 633 Teaching and Learning in Nursing Education (3 Hrs.)
NURS 636 Assessment and Evaluation in Nursing Education (3 Hrs.)
NURS 638 Leadership in Nursing Education (3 Hrs.)

See also important additional policies in ***Student Rights and Responsibilities***
and in ***Graduate Academic Policies***

Graduate Academic Policies

*See important policies under **Student Rights and Responsibilities** and **The Honor Code***

The following policies generally apply to all graduate students. However, students may have additional or modified policies as noted in their academic program's section of the Catalog. Program policies may take precedence.

The Honor Code

The Honor Code is binding on all members of the University community and applies to all phases of life at the University. The student's signature on the application for admission to the University indicates understanding and acceptance of the Honor Code: *As a member of the Queens community, I will endeavor to create a spirit of integrity and honor for its own sake at Queens University of Charlotte.*

Academic Pledge: *I pledge truthfulness and honesty in the performance of all academic work.*

Community Pledge: *I pledge to be truthful at all times, to treat others with respect, to respect the property of others, and to adhere to University policies. Accepting both the privileges and responsibilities of living by this code of honor, I resolve to uphold this code and not to tolerate any violations of its spirit or principles.*

Violations of the Honor Code include, but are not limited to, cheating, lying, theft, unprofessional behavior and academic dishonesty.

Academic Responsibility

While Queens University of Charlotte makes every effort to advise and counsel students on their academic programs and academic requirements, it is the student who is ultimately responsible for fulfilling all requirements for his or her degree.

Academic Advising

An academic advisor is assigned to help the student with this responsibility. It is the student's responsibility to schedule advising appointments with the designated advisor as necessary to plan a course of study to complete a graduate program, or to discuss current academic questions and problems.

Catalog of Entry

A student must fulfill the degree requirements set forth in the Catalog current during the student's first term enrolled in a graduate program at Queens. Academic policies amended while a student is enrolled at Queens may be deemed to apply regardless of the policies stated in the Catalog at time of entry. The University reserves the right to modify degree requirements from those listed at the time of entry due to curricular exigencies. If a student is readmitted he/she re-enters under the Catalog in effect at the time of readmission.

Full-Time Part-Time Status

A graduate student enrolled in at least 9 credit hours is considered a full-time student. A graduate student enrolled in fewer than 9 credit hours is considered a part-time student.

Admissions Eligibility

Admission to a graduate program will remain effective for twelve months following the beginning of the term for which the acceptance has been made. Individuals who wish to enter after this period are required to reapply. The subsequent admission decision will be based on the admission standards at the time of reapplication.

Time Limits for Degree Completion

The degree must be completed within the time period specified for the specific program. Any exceptions to the time limit must be granted by the program's Graduate Student Qualifications Committee.

In the College of Arts and Sciences

For the Master of Arts in Music Therapy all course work must be completed within seven years of matriculation, or for equivalency students, within six years of obtaining Board Certification.

In the McColl School of Business

For the Professional Master of Business Administration and Master of Science in Organization development, all course work must be completed within seven years of matriculation. For the Executive Master of Business Administration and the Master of Science in Executive Coaching, all course work must be completed within six years.

In the School of Communication

For the Master of Arts in Organizational and Strategic Communication, all course work must be completed within seven years of matriculation.

In the Cato School of Education

For the Master of Arts in Teaching, Master of Education and Master of School Administration, all course work must be completed within seven years of matriculation.

In the Presbyterian School of Nursing

For the Master of Science in Nursing all course work must be completed within six years of matriculation.

Variations in Degree Requirements

Any change in degree requirements must be approved by the program's Graduate Student Qualifications Committee.

TRANSFERRED COURSES

At Admission

Generally, no more than six credit hours of graduate work may be transferred from another regionally accredited institution. Only graduate courses with a grade of B or better will be considered for transfer credit. Generally courses considered for transfer credit must have been completed within the three years immediately preceding admission into the graduate program. Granting of transfer credit is dependent upon the specific course under consideration, which will be evaluated in terms of content, level and equivalency to a course in the graduate program.

After Admission

After students have been admitted to a graduate program, they must receive prior approval from their graduate student advisor to take a course at another institution with the intent of transferring those credit hours back towards their Queens degree. Normally, graduate students may take courses at another regionally accredited institution for transfer if the courses are equivalent to, or supplemental to, those offered in Queens' graduate programs. Courses are accepted for transfer only with prior approval and with a grade of B or better.

Ordinarily, no more than six hours of graduate credit are accepted in transfer work. An official transcript of work done at another institution must be sent to the Registrar for any course taken at another institution. Any grade received from another institution will not be included in the Queens grade point average.

REGISTRATION

A student should confer with his/her academic advisor prior to registration. All students are expected to register each term at the time and in the manner specified by the Registrar.

Taking Undergraduate Courses

Graduate students may also take any undergraduate course for which they have met the prerequisites unless there are restrictions on the undergraduate course. Graduate students should register for these classes at the same time as they register for their graduate classes. Graduate students are expected to follow the calendar and policies of the undergraduate program in which they enroll.

Drop and Add

The drop and add period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site.

When a course is dropped during the Drop/Add period that course is not reflected on the student's transcript. A student who drops all courses at Queens in his or her first semester of attendance will not have matriculated into the University. After the drop/add period has ended, a student must withdraw from any course he or she does not intend to complete in order to receive a status of "W."

Withdrawal from a Course

After the drop/add period has ended the student who does not wish to continue in a course must Withdraw from the course. The withdrawal period is limited, and is designated for each term by the Registrar on the official academic calendar. The official academic calendars are published on the Registrar's Web site: www.queens.edu. A status of "W" will be recorded if a student withdraws during the withdrawal period. *See **Withdrawal and Financial Obligations***

Late Withdrawal

After the deadline for withdrawal a student may only withdraw from a course with the approval from the appropriate Student Qualifications Committee.

Abandoning a Class

A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class. In that case the Registrar, in consultation with the faculty involved, will determine the last date of class attendance. *See **Withdrawal and Financial Obligations***

GRADING

Grades are based on the quantity and quality of the student's work. Graduate programs use the following system of grades and grade point values per credit hour.

Grade	Quality Points	Interpretation
A	4.000	Excellent
B	3.000	Satisfactory
C	2.000	Poor
F	0.000	Failing
P	0.000	Passing

Course Status Interpretation *(Has no effect on Quality Points)*

I	Course Work Incomplete
W	Student Withdrawn
Z/NR	No record is made on the transcript
K	"K" is a temporary grade given at end of first term of a two-term course to indicate satisfactory progress, and will be replaced by letter grade upon completion of the second-term of the course. It has no effect on grade points.

Grade Point Average

The grade point average in the program is used to determine eligibility for admission and graduation. It is calculated by dividing the total number of quality points by the total number of graded credit hours attempted. Graded credit hours include all courses with grades of A, B, C and F. Courses with grades or status of P, W and I are not figured in the grade point average. In addition, a student's cumulative grade point average at Queens is based solely on academic work at Queens, and is not affected by course credit earned at another institution.

Pass/Fail

Some graduate classes may be offered on a Pass/Fail basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below the equivalent of a B receives a grade of F.

Pass / No Record

Some graduate classes are offered on a Pass / No Record basis. Pass in a graduate course is equivalent to a B or better. Course work evaluated below B is considered No Record and the Z designation is used on the student's grade report, but the course is not recorded on the student's permanent academic record and does not affect the student's cumulative grade point average. A graduate course may not be taken on a Pass / No Record basis unless this status is specified in the course description.

Incomplete Status

A faculty member may agree to assign a status of Incomplete (I) when the student is passing the course and has a compelling reason why he or she cannot complete final assignments before the end of the term. After discussion with the student if the faculty member agrees to assign a grade status of Incomplete the student must sign the appropriate form filed with the Registrar. This status must be changed within one year of the end of the term in which the status was recorded. The student has until this time to complete the missing work. After this time the student will be assumed to have abandoned the class and the instructor or the Registrar will change the status as appropriate.

Neither credit hours nor grade points are awarded for a course whose status is "I." A student with a status of "I" in a required course may not receive a degree.

Grade Appeals

The substantive judgment of a faculty member about a student's work (grades or other evaluation of assignments) is not within the scope of hearings regarding academic grievances. A student may challenge only the actual and objective elements of the content of student records (discrepancies in computation and transcription of grades), not the qualitative and subjective elements of grading.

Students who believe they have detected an error in the computation or transcription of a grade should initiate the challenge process by the end of the first month in the following term in which the disputed grade was given, by consulting with the faculty member concerned. If a satisfactory agreement is not reached, the student should consult with the chair of the department in which the dispute occurred. If a satisfactory agreement is still not reached, the student should consult with the faculty member's dean.

STUDENT QUALIFICATIONS

The faculty has established standards of satisfactory academic progress which are administered by its Student Qualifications Committees. Each graduate program has a Student Qualifications Committee (SQC). At the end of each term, the committees review the academic record of each student who is in academic difficulty.

Admission on Probation

Students admitted on academic probation must meet the terms of their letter of admission in order to be allowed to continue in the program.

Academic Probation and Dismissal – *See also the academic program's unique policies*

A graduate student who earns an "F" in any course will be subject to dismissal from the University. A student will be placed on probation if he/she earns a grade of C in two graduate courses, or if the grade point average falls below 3.000. The records of students placed on academic probation will be reviewed by the SQC at the end of each term. To be removed from probation the student must meet the requirements stated in the notice of probation. Generally the student's cumulative record must be at least 3.000 and the student must not have more than two grades of C on their academic record. If the student cannot be removed from probation the student is subject to dismissal from the University. Extension of probation is by special permission and only due to extenuating circumstances.

Probation and Federal Financial Aid

A student admitted or place on probation may only receive federal financial aid for one term.

Satisfactory Academic Progress

All graduate students must show progress toward completion of degree requirements.

Readmission after Dismissal

A student dismissed from a graduate program may apply for readmission after an absence of at least one term. An application for readmission, a personal statement concerning the student's goals and accomplishments since leaving Queens and expectations of future success at Queens, and any other materials required by the program must be submitted to the graduate admissions office. The Student Qualifications Committee for that program will then review the application. A student readmitted to their program following academic dismissal is normally readmitted on academic probation.

WITHDRAWAL FROM THE UNIVERSITY

See also ***Withdrawal and Financial Obligations***

By the Student

A student who wishes to withdraw from the University should notify the academic advisor and must submit the form *Official Withdrawal from Queens University of Charlotte* to the Registrar. The form is available from the Registrar's Office. The effective official withdrawal date will be the date the form is received by the Registrar. The date of withdrawal will affect tuition refunds and/or financial aid funding. If documentation from the attending physician is presented with the Official Withdrawal Form a "medical withdrawal" will be granted. Upon withdrawal from the University the Registrar will drop (during add/drop period) or withdraw (after the drop/add period) the student from all classes enrolled. The student will receive written confirmation that the courses have been dropped/withdrawn.

By the University

A graduate student does not have to maintain continuous enrollment to remain an active student, but may be absent for one term if the student returns in the following term. If the student is absent for two consecutive terms, including summer term, he/she will become an inactive student and must apply for readmission in order to return. In addition, the University reserves the right to require at any time the withdrawal of any student whose conduct or academic work is not considered satisfactory.

Leave of Absence

A graduate student may request a leave of absence not to exceed 12 months. The student must notify the academic advisor and complete a Leave of Absence request form, which must be filed with the Registrar. A student who returns on the agreed-upon date re-enters the program with the same status held at the time he/she left. A students who does not obtain a formal leave of absence, or who does not return in the agreed-upon time, shall be considered withdrawn from the University and will have to reapply to return.

Readmission after Withdrawal

A student who withdraws or is withdrawn from the University must apply for readmission to their program in order to return. If readmitted the student will then be bound to the Catalog in effect at the time of readmission.

GRADUATION

Graduation Requirements

Students may receive a graduate degree only after meeting all of their program requirements. A grade point average of 3.000 or better is required in all graduate coursework. No course with an assigned grade below C may apply toward degree requirements.

Application for Graduation

It is the student's responsibility to be aware of progress toward the degree and to file a completed Application for Graduation form in the Registrar's Office by the deadlines posted on the Registrar's web site. Application forms are available from the academic advisor and the Registrar's Office, and are available on the Registrar's web site.

Commencement Exercises

Commencement exercises are held in May of each year for all graduates who have completed degree requirements in the previous summer and fall terms, and in the current spring term. The degree awarded is posted on the student's transcript at the end of the term in which all requirements have been completed.

Diplomas

Students who complete their requirements during a summer or fall term will receive their diplomas by mail. Students who complete their requirements in a spring term will receive their diploma at the commencement ceremony. All students, including those who complete a degree in a preceding summer or fall term, are encouraged to attend the May commencement ceremony.

Course Descriptions

Organization
Courses are listed in order by course prefix (e.g. ENGL) and then by course number. Within a prefix, undergraduate course descriptions are followed by graduate course descriptions.

Course Level
Courses numbered from 100-499 are undergraduate courses. **Courses numbered 500 and above are restricted to graduate students.** In general courses numbered 100-299 are primarily for freshmen and sophomores; those numbered 300-499 are primarily for juniors and seniors. In specific cases, however, an undergraduate's ability and background rather than class standing will determine the appropriate level of work.

Prerequistes / Corequisites
Any prerequisite or corequisite courses are included at the end of the course description.

Grade Status
Unless otherwise noted at the end of the description, each course has a regular grade status. Courses that have a special grade status of Pass/No Record or Pass/Fail are noted in the description.

Course Rotations
Anticipated course rotations are available on the MyQueens intranet and on the Registrar's web site.

Course Changes
The University reserves the right to change the course offerings indicated in the Catalog without prior notice. Every effort is made to provide a suitable arrangement to help the student affected by a course change.

AMERICAN STUDIES

AMST 201 Intro to American Studies
Introduction to American Studies: The heart of both our national and individual identities resides in the complex creation of a distinctive American culture: in the television shows and movies we watch, the music we listen to, and the texts we read. This course serves as an introduction to the American Studies Program by examining the cultural construction of identities, of what it means to be an American today and throughout America's past. Our studies will focus on exposing students to various disciplinary and theoretical frameworks for analyzing cultural expressions and cultural norms, as well as offer an examination of a wide array of cultural mediums, including but not limited to movies, music, television, works of pop and pulp fiction, and other varied cultural ephemera. **3 hrs.**

AMST 300 Topics in American Studies
Topics in American Studies: An investigation of selected topics in American Studies. Specific topics and their prerequisites will vary. May be repeated with different subtitles. *Repeatable for a total of 12 hrs.* **3 hrs.**

AMST 400 Special Project in American Studies
Special Project in American Studies: This course allows qualified students the opportunity to pursue an area of special interest in American Studies. Students will design these projects in conjunction with supervising faculty members. Such projects may involve directed readings, internships, or independent study. Projects must be approved by the Director of American Studies. Open to all juniors and seniors with at least a 3.0 grade point average. *Repeatable for a total of 6 hrs.* **3 hrs.**

ANTHROPOLOGY

ANTH 201 Cultural Anthropology
Cultural Anthropology: Emphasizes the heritage and diversity of human culture throughout the world through the study of human societies, language and culture, cultural change, social groups and relationships, ideology, ritual and symbolism. **3 hrs.**

ANTH 320 Anthropology of Latin America
Anthropology of Latin America: This course examines Latin American societies and cultures from an anthropological perspective. Latin America includes Mexico, Central America, South America and the Caribbean. Using a comparative approach, students explore cultural diversity within and between Latin American nations. A grassroots perspective focuses on local communities as they adapt to change. Students study the types of problems facing Latin Americans today by examining how the past has influenced the present. Prerequisites: ANTH 201 or SOCI 203. **3 hrs.**

ANTH 330 American Ethnic Communities
American Ethnic Communities: Students read and discuss book-length ethnographies set in ethnic communities in the contemporary United States. Ethnographies are in-depth portraits of particular communities based on systematic, long-term participant observation. They are the building blocks for ethnology, the comparison of communities to

interpret and explain American ethnicity. Included are studies of recently arrived, immigrant communities along with well-established American ethnic communities. We examine the history, social organization, cultural values and customs of each community, looking for similarities and differences in the American experience of community life. Prerequisites: ANTH 201 or SOCI 203. **3 hrs.**

ANTH 340 Directed Individual Study
Directed Individual Study: Independent reading and investigation of the literature relevant to a specific topic in anthropology. Prerequisites: Junior or senior standing, permission of the instructor, minimum GPA of 3.00. **1-3 hrs.**

ANTH 350 Topics in Anthropology
Topics in Anthropology: Investigation of a single topic or area in anthropology. The topic may vary from term to term. May be taken more than once with different subtitles. *Repeatable for a total of 6 hrs.* **3 hrs.**

INTERIOR DESIGN

ARDE 208 Fundamentals of Interior Design
Fundamentals of Interior Design: This course introduces students to the discipline of interior design. Students will be required to use critical thinking in applying principles of design in an introductory level class to the history of furniture, architecture, and space planning. The course will also explore the physical needs and social dynamics of interior design. Lab fee may apply. **3 hrs.**

ARDE 301 Textiles in Interior Design
Textiles in Interior Design: This course covers the elements and principles of design within a textile. It involves hands on studio exercises using textiles as the art form, through the advanced exploration of printed and woven fabrics. Prerequisites: ARDE 208. Lab fee may apply. **3 hrs.**

ARDE 302 Color & Light For the Environment
Color and Light For the Environment: This course explores the study of color and light as elements of interior design. The course will include the psychology of color and its application as well as its function. Prerequisites: ARDE 208, ARDE 310, and ARDE 311. Lab fee may apply. **3 hrs.**

ARDE 305 Sustainable Design
Sustainable Design: This course introduces students to the concepts of sustainable design. Students will learn to integrate environmental responsibility into the design process. It will also include the study of LEED practices and sustainable products and technologies. Prerequisites: ARDE 208, ARDE 310, and ARDE 311. Lab fee may apply. **3 hrs.**

ARDE 310 Drawing for Interior Design
Drawing for Interior Design: This course covers scale, architectural perspective, and elevation drawings for interior design. Topics include sketching, detailed working drawings, and wet and dry media. Upon completion, students should be able to produce a pictorial presentation. Prerequisites: ARDE 208. Lab fee may apply. **3 hrs.**

ARDE 311 Computer Aided Design
Computer Aided Design: This course covers the application of computer program-aided interior design. The course is taught in a lecture/lab format. Floor plans furniture layout, elevations, and perspectives are some of the topics covered. Upon completion, students will be able to generate and manage CAD drawings and models to produce engineering documents. Prerequisites: ARDE 208, ARDE 310. **3 hrs.**

ARDE 325 Hist of Architecture & Furniture
History of Architecture and Furniture: This course covers the major movements in architecture and furniture. The important architects and designers from the Renaissance period to the Modern era are discussed. Emphasis is placed on vocabulary, architectural styles and chronology. Upon completion, students should be able to identify and use correct terminology regarding the history of architecture and furniture. **3 hrs.**

ARDE 329 Bus Practices for Int Desgners
Business Practices for Interior Design Professionals: This course introduces contemporary business principles for interior designers. Topics include business formations, professional associations, contracts and correspondence, and means of compensation. Upon completion, students will be able to describe the basic business formations and compose effective letters and contracts. Prerequisite: ARDE 208. **3 hrs.**

ARDE 330 Study Tour Prep in Interior Design
Study Tour Preparation in Interior Design: This preparatory lecture class in Interior Design explores the art, culture, history and design of a particular city. Open only to students enrolled in the appropriate study tour ARDE 465. Prerequisites: ARDE 208 & ARDE 325. **3 hrs.**

ARDE 401 Product Design
Product Design: This course will require a student to resolve a functional design problem related to an interior space. Students will work through the problem using working drawings that will result in a three dimensional product. Prerequisites: ARDE 208, ARDE 310, and ARDE 311. Lab fee may apply. **3 hrs.**

ARDE 450 Indep Study in Interior Design
Independent Study in Interior Design: This course allows a student to explore a topic with a faculty member. Open to juniors or seniors with a grade point average of 3.0 or above. Prerequisites: ARDE 208, ARDE 301, ARDE 302, ARDE 310, and ARDE 311. Lab fee may apply. **1-3 hrs.**

ARDE 460 Capstone, Senior Project
Capstone, Senior Project: Student is assigned a project to be completed during this course incorporating major areas of the field of study. Upon completion, students should be able to complete the graphics, client folder and all schedules for a professional portfolio. Prerequisites: Interior Design major, senior standing, last semester. Lab fee may apply. **3 hrs.**

ARDE 465 International Academic Study Tour
International Academic Study Tour: This course provides the opportunity for a student to study and experience a foreign culture through a course combining a study tour and specific topics in art and design. Prerequisites: ARDE 208 and ARDE 330. *Pass/Fail.* **3 hrs.**

ARDE 496 Internship in Interior Design
Internship in Interior Design: This course enables students to make a strong connection between theory and practice. This internship in fieldwork in the industry covers a topic of special interest to the student, pre-approved by the program director. Prerequisites: ARDE 208, ARDE 301. **3 hrs.**

ART

ART 101 Introduction to Art
Introduction to Art: Designed for the student with little or no art experience who wishes to gain understanding of the language of art (composition, line, space, color, etc.) and art's significance in human terms. Involves slide presentations and classroom discussions of art works within an historical context. **3 hrs.**

ART 204 Drawing
Drawing: This course introduces the language of drawing and the use of various drawing materials. Assignments address specific problems in drawing techniques, mediums, and design principles. Assignments address specific problems in drawing. Students learn to observe closely, respond to subject matter and then communicate that response through line. Lectures, discussions, and critiques will be an important part of the course. When applicable, the class may visit local galleries and museums during the semester. **3 hrs.**

ART 210 Fundamentals of Graphic Design
Fundamentals of Graphic Design: In this class students are introduced to the discipline of graphic design. Students will be required to use critical thinking in applying principles of design in introductory level traditional and experimental graphic design projects. Lab fee may apply. **3 hrs.**

ART 214 Concepts in Art
Concepts in Art: In this course students will be required to explore and develop one idea in at least five different media, both two-dimensionally and three-dimensionally. These include, but are not limited to Drawing, Photography, Painting, Video, Sculpture, Clay, and Photoshop/computer applications. Students will be required to evaluate their work and each other's work through critical writing. Emphasis will be placed on conceptual development of ideas, collaboration and developing critical language. Technique will be addressed but not emphasized. Lab fee may apply. No prerequisites. **3 hrs.**

ART 215 Ancient to Early Renaissance Art
Ancient to Early Renaissance Art: A survey of stylistic developments and cultural contexts in architecture, sculpture, painting and the minor arts of the Mediterranean and European countries from prehistoric times to approximately 1500 CE. **3 hrs.**

ART 216 High Renaissance Art-Present
High Renaissance Art-Present: A survey of stylistic developments and cultural contexts in architecture, sculpture, painting and the minor arts of Europe and America from approximately 1500 CE to the present day. This course fulfills the writing-intensive course requirement. **3 hrs.**

ART 223 Ceramics
Ceramics: Fundamentals of both hand building and throwing on the potter's wheel. Hand-building techniques will include pinch, coil and slab construction. Glaze instructions will stress the relationships between form and color. Lab fee may apply. **3 hrs.**

ART 226 Digital Photography I
Digital Photography I: This course introduces digital photographic equipment, theory and processes. Students will be instructed in camera operation, composition, computer photo manipulation and creative expression. Students will also learn the concepts and processes of photo manipulation through complex composite images, special effects, color balancing and image/text integration. Lab fee may apply. **3 hrs.**

ART 227 Film Photography I
Film Photography I: Photography used as an expressive medium and as a tool for exploring visual experience. Emphasis will be on selection and treatment of subject matter. Students will learn necessary skills in photographic technique and be acquainted with the historical development of photography. Lab fee may apply. **3 hrs.**

ART 235 Two-Dimensional Design Lab
Two-Dimensional Design Laboratory: This course introduces the elements of art and principles of design as they apply to two-dimensional art. Emphasis is placed on the application of structural elements, the principles of visual organization and the theories of color. Upon completion, students will master the theoretical and analytical applications of two-dimensional design in their advanced studio art classes. Lab fee may apply. **3 hrs.**

ART 236 Three-Dimensional Design Lab
Three-Dimensional Design Laboratory: This course introduces the elements of art and principles of design as they apply to three-dimensional art. Emphasis is placed on the application of principles as they relate to form and space. Upon completion, students will be able to apply the theoretical and analytical applications of three-dimensional design in their advanced studio art classes. Lab fee may apply. **3 hrs.**

ART 250 Intro to Arts Leadership & Admin
Introduction to Arts Leadership and Administration: An introduction to the field of arts and non-profit leadership and administration, including an overview of the components of arts leadership, arts advocacy, possible careers, and the necessary managerial and creative skills. Open to any undergraduate student but suggested for freshmen and sophomores prior to or soon after declaration of the Arts Leadership & Administration major. **3 hrs.**

ART 301 Digital Photography II
Digital Photography II: This course advances on the techniques students have acquired in Digital Photography I, by exploring photography as a creative medium. Prerequisite: ART 226. Lab fee may apply. **3 hrs.**

ART 302 Painting
Painting: Studies in basic structure and color with emphasis on pictorial elements interpreted through the media of painting. Lab fee may apply. **3 hrs.**

ART 303 Sculpture
Sculpture: The exploration of basic elements of three-dimensional form and space with special emphasis on the exploration of various styles, materials and techniques. Lab fee may apply. **3 hrs.**

ART 304 Printmaking
Printmaking: This course introduces traditional techniques of Intaglio. Assignments address specific problems in Intaglio. Students are encouraged to explore their artisitc voice. Emphasis will be placed on balancing technique with subject matter. **3 hrs.**

ART 305 Advanced Studio
Advanced Studio Lab: This course permits advanced individual exploration of techniques and principles introduced in the 200 level studio courses. The focus varies from semester to semester between two- and three-dimensional approaches, with thematic topics such as the human figure, still-life, and collage/ montage/ assemblage. Prerequisites for Advanced Lab in Interior Design: ARDE 208, ARDE 310, and ARDE 311. Prerequisites for Advanced Lab in Studio Art: ART 204, ART 223, ART, 302, ART 303, ART 304. Prerequisites for Advanced Lab in New Media Design: ART 204, ART 235, ART, 210, ART 311. Lab fee may apply. *Repeatable for a total of 12 hrs.* **3 hrs.**

ART 306 History of Design
History of Design: This course follows the quest to give form to ideas as traced from the pictographs painted on cave walls to the latest imaginative computer-generated designs. Students will be exposed to the creative thinkers, important innovations and breakthrough technologies that have shaped the evolution of visual communication. **3 hrs.**

ART 308 19th Century Art: Rise of Modernism
19th Century Art: Rise of Modernism: This course explores developments in the painting and sculpture of Europe and America from the late 18th century age of "political revolution" to the early 20th century age of "artistic revolution." Artists like David, Gericault, and Delacroix will be explored in the light of Enlightenment theories and revolutionary politics, followed by the socialist theories of the Realists Courbet and Daumier and concluding with the artistic innovations of Manet, Monet and Cezanne. **3 hrs.**

ART 309 Ancient Art: The Birth of Art
Ancient Art: The Birth of Art: This course will examine ancient artistic traditions in the Near East, Egypt, Greece and Rome. Special emphasis will be placed on expressive contrasts between the cultures of the Near East and West. **3 hrs.**

ART 311 Typography
Typography: This course extends typographical techniques taught in Fundamentals of Graphic Design. Students will be required to use critical thinking in applying principles of design in intermediate level traditional and experimental graphic design projects. Prerequisite: ART 210. Lab fee may apply. **3 hrs.**

ART 313 Medieval & Renaissance Art
Medieval and Renaissance Art: The course will explore the development of Medieval and Renaissance art in Europe from the 6th to the 16th centuries, exploring stylistic and cultural changes as revealed in sculpture, painting and architecture. **3 hrs.**

ART 315 20th & 21st Century Art: Modern Era
20th and 21st Century Art: Modern Era: Critical examination of major trends in the visual arts from c. 1870 to the present, within the context of developments in science, philosophy, religion, and politics. **3 hrs.**

ART 316 Baroque & Rococo Art
Baroque and Rococo Art: The Age of Exploration: This course explores the art of Europe and America in the Baroque and Rococo age, which saw religious, scientific, navigational and artistic exploration. Artists like Caravaggio, Bernini, and Rembrandt will be explored in the light of 17th and 18th century theories and discoveries, followed by the Rococo art of Watteau, Boucher and Elisabeth Vigee Le-Brun. **3 hrs.**

ART 317 Digital Illustration
Digital Illustration: This course introduces students to the techniques of illustration with digital tools. Students will be required to use critical thinking in applying principles of design in the creating digitally rendered drawings. Projects will have applications within design and the literary and performing arts. Students will explore principles of bitmap and vector graphics, digital color and line, and the four-color digital printing process. Prerequisite: ART 210. Lab fee may apply. **3 hrs.**

ART 318 Motion Graphics and Animation
Motion Graphics and Animation: This course introduces students to topics in time based graphic design. Students will be required to use critical thinking in applying principles of design in video and animated applications. Use of video cameras, editing and animation software will be primarily used in this studio. Prerequisite: ART 210 and ART 226. Lab fee may apply. **3 hrs.**

ART 319 Interactive and Web Design
Interactive and Web Design: This course introduces students to the techniques of interactive Graphic Design. Students will be required to use critical thinking in applying principles of design in the creating engaging virtual and physical interactive experiences that are usable and user-centered. Students will explore principles of interface design, web and flash scripting and information architecture. Prerequisite: ART 210 and ART 226. Lab fee may apply. **3 hrs.**

ART 325 History of Photography
History of Photography: This course explores developments in photography from the earliest forms of photographic exploration with the camera obscura, to early experiments with the daguerreotype and calotype, to its gradual attempt to be accepted as an art form, and its present day experiments with the digital image. **3 hrs.**

ART 329 Film Photography II
Film Photography II: Further investigation of photography as a creative medium and the instruction of advanced photographic techniques. Prerequisite: ART 227. Lab fee may apply. **3 hrs.**

ART 340 Non-Western Art History
Non-Western Art History: The aim of this course is to demonstrate the use of imagery as it relates to Non-Western religion, society, and politics. This course will enable students to achieve a better understanding of cultures that differ from their own by giving them another avenue for comprehending diversity. **3 hrs.**

ART 350 Arts in the World
Arts in the World: A comparative examination of global issues in the arts, including the various ways that cultures view the role of the arts, fund the arts, and celebrate the arts. **3 hrs.**

ART 400 Art Criticism
Art Criticism: This course is designed to introduce students to various methods of art criticism and research from historical, iconographic and iconological perspectives. **3 hrs.**

ART 401 Seminar in Art History
Seminar in Art History: This discussion-based class fosters advanced exploration of art historical time periods, ideas and criticisms introduced in 300 level art history classes. Prerequisites: Art 215 or 216, or permission of instructor. **3 hrs.**

ART 407 Topics in Art History
Topics in Art History: Focus on specific questions of style, traditions and influence as they relate to the emergence and development of art in Europe and America. Topics to be announced annually. **3 hrs.**

ART 451 Independent Study: Studio
Independent Study: Studio: Advanced independent work in specialized areas of studio art, interior design and new media design for the mature, academically advanced student. Open to juniors and seniors with a B average in art and approval of the department. 2 Studio Art or design classes. Lab fee may apply. *Repeatable for a total of 6 hrs.* **1-3 hrs.**

ART 452 Independent Study: Art History
Independent Study: Art History: Advanced independent work in specialized areas of art history for the mature, academically advanced student. Open to juniors and seniors with a B average in art and approval of the department. Prerequisite: ART 215 & 216. *Repeatable for a total of 6 hrs.* **1-3 hrs.**

ART 497 Senior Critique
Senior Critique: Developing a coherent art-critical position. This requires assembling a portfolio and providing written critical justification of artistic production and aims. To be directed on a rotating basis by department faculty and evaluated by the art faculty. Prerequisite: Art major, senior standing, last semester. Lab fee may apply. **3 hrs.**

ART 498 Senior Paper
Senior Paper: This capstone course consists of an independent exploration of interactions between the student's major and the chosen concentration. The specific topic is to be selected by the student in consultation with his/her art history advisor. To be directed on a rotating basis by department faculty and evaluated by the art faculty. Prerequisite: Art History major, senior standing, last semester. Lab fee may apply. **3 hrs.**

BIOLOGY

BIOL 100 Biology for Non-Majors
Biology for Non-Majors: An introduction to the principles of biology focused on evolution, ecology, modern genetics, and cell structure and function. Understanding the scientific method, the role of biology in modern society, and the application of biological knowledge in daily life will be emphasized throughout the course. This course fulfills the lab science requirement for graduation. Three hours of lecture and three hours of laboratory each week. Lab fees apply. **4 hrs.**

BIOL 120 Microbiology for Health Professions
Microbiology for Health Professions: Principles of microbiology with emphasis on the pathogenic bacteria, viruses, rickettsiae and fungi. Laboratory includes methods for cultivation, isolation and identification of the above. Recommended prerequisite: CHEM 101. Lab fees apply. May not be counted toward a major except in Nursing. **4 hrs.**

BIOL 208 Principles of Biology I
Principles of Biology I: A study of general ecological and evolutionary principles, with emphasis on the origins and diversity of living organisms, their interactions, and their environment. Three hours of lecture and three hours of laboratory each week. Lab fees apply. **4 hrs.**

BIOL 209 Principles of Biology II
Principles of Biology II: An introduction to the discipline of biology with a focus on molecular aspects. Topics will include cellular structure, division and metabolism, concepts of molecular biology such as DNA, RNA, and protein synthesis, and genetic processes. Laboratory emphasizes the scientific method. Three hours of lecture and three hours of laboratory each week. Lab fees apply. Recommended prerequisite: High school chemistry or CHEM 101 or CHEM 111. **4 hrs.**

BIOL 213 Human Anatomy & Physiology I
Human Anatomy & Physiology I: A study of the structure and function of the human body with focus on cells, tissues and the integumentary, skeletal, nervous and reproductive systems. Laboratory study is designed to demonstrate anatomical structures and basic physiological principles. Three hours lecture and three hours laboratory each week. Recommended prerequisite: High school chemistry or CHEM 101 or CHEM 111. Lab fees apply. **4 hrs.**

BIOL 214 Human Anatomy & Physiology II
Human Anatomy & Physiology II: A study of the structure and function of the human body with focus on the endocrine, muscular, cardiovascular, digestive, immune, respiratory and urinary systems. Laboratory study is designed to demonstrate anatomical structures and basic physiological principles. Three hours lecture and three hours laboratory each week. Recommended prerequisites: BIOL 313 and CHEM 101. Lab fees apply. **4 hrs.**

BIOL 304 Ecology
Ecology: Relationship of organisms to their environment; populations and communities; aquatic and terrestrial habitats; statistical methods. Laboratory includes both experimental and field studies. Three hours lecture and three hours laboratory a week. Lab fees apply. Prerequisite: Biology 208. Also recommended BIOL 311 and 320. **4 hrs.**

BIOL 305 Evolution
Evolution: An examination of the process of evolution from the level of molecules to macro-evolution. Among the topics to be covered are origins of life, the fossil record, human evolution, adaptation, mechanisms of speciation, co-evolution, and genetics as a means of understanding mutation, rates of evolution (clocks) and gene flow. Three hours of lecture each week. **3 hrs.**

BIOL 307 Introduction to Microbiology
Introduction to Microbiology: Survey of microorganisms with emphasis on morphology, metabolism, genetics and identification of bacteria. Laboratory emphasizes basic skills and sterile techniques. Three hours lecture and three hours laboratory a week. Lab fee $50. Prerequisite: BIOL 208 or BIOL 209. **4 hrs.**

BIOL 308 Neurobiology
Neurobiology: This lecture course explores the nervous system from a physiological perspective. Specific topics include classic experiments on ion channel behavior in neurons, mechanisms of synaptic plasticity which underlie memory, development of neural circuits, and repair and regeneration in the nervous system. Some aspects of neuropathology and current advances in neurobiological research will be presented to better understand how disruptions of the neurobiological mechanisms relate to specific diseases. Prerequisites: BIOL 209 and BIOL 360. **3 hrs.**

BIOL 309 Marine Biology
Marine Biology: Introduction to oceanography and marine biology emphasizing the ecology, distribution and classification of marine organisms. Three hours lecture and two required weekend field trips. Lab fees apply. Prerequisite/co-requisite: BIOL 208. **4 hrs.**

BIOL 311 Botany
Botany: A study of the ecology, physiology, and evolutionary adaptations of plants, with emphasis on local flora. Three hours of lecture and three hours of laboratory each week. Lab fees apply. Prerequisite: BIOL 208. **4 hrs.**

BIOL 313 Human Anatomy & Physiology I
Human Anatomy and Physiology I: A study of the structure and function of the human body with focus on cells, tissues and the integumentary, skeletal, nervous and muscular systems. Laboratory study is designed to demonstrate anatomical structures and basic physiological principles. Students must complete a written assignment and give an oral presentation about current research on a topic related to course content. Three hours lecture and three hours laboratory each week. Recommended prerequisite: High school chemistry or CHEM 101 or CHEM 111. Lab fees apply. **4 hrs.**

BIOL 314 Human Anatomy & Physiology II
Human Anatomy and Physiology II: A study of the structure and function of the human body with focus on the endocrine, reproductive, cardiovascular, digestive, immune, respiratory and urinary systems. Laboratory study is designed to demonstrate anatomical structures and basic physiological principles. Students must complete a written assignment and give an oral presentation about current research on a topic related to course content. Three hours lecture and three hours laboratory a week. Recommended prerequisite: BIOL 313 and CHEM 101. Lab fees apply. **4 hrs.**

BIOL 320 Zoology
Zoology: A survey of the various animal phyla from the protists through the vertebrates. Emphasis is on the phylogenetic history, evolutionary trends and the relationship between structure and function among animals. Three hours of lecture and three hours of laboratory each week. Lab fees apply. Prerequisite: BIOL 208. **4 hrs.**

BIOL 322 Introduction to Immunology
Introduction to Immunology: This course will provide an introduction to the components of the immune system and how they work together in an immune response. Specific topics include innate and adaptive immune defenses, properties of antigens, development of immunity, the role of the immune system in transplantation, and how the immune system may respond incorrectly in cases of hypersensitivity and autoimmunity or may respond inadequately in cases of genetic or acquired immunodeficiency. Prerequisite: BIOL 209 and BIOL 360 or permission of the instructor. Lecture. **3 hrs.**

BIOL 330 Field Studies in Biology
Field Studies in Biology: Field studies in selected habitats or of particular groups of plants or animals. Lab fees apply. Prerequisite: BIOL 208. **4 hrs.**

BIOL 350 Biotechnology Techniques
Biotechnology Techniques: This course provides the foundation and understanding of various molecular biology and biochemsitry techniques through a project based laboratory and a supplemental lecture. One hour of lecture and three hours of laboratory per week. Prerequisites: BIOL 209, CHEM 111/111L. This course is also cross-listed as CHEM 350. **2 hrs.**

BIOL 360 Biology Seminar
Biology Seminar: An introduction to reading and researching scientific literature and research proposal writing. The course also addresses issues dealing with ethical conduct as a scientist. This course fulfills the writing intensive requirement. Prerequisite: BIOL 208 or BIOL 209. **3 hrs.**

BIOL 390 Biol Lab Assistant
Biology Lab Assistant: Practical experience as a laboratory assistant in the department. Prerequisite: 12 hours of biology with a grade of B or better and permission of the department. *Pass/No Record.* **0 hrs.**

BIOL 391 Biol Lab Assistant
Biology Lab Assistant: Practical experience as a laboratory assistant in the department. May be repeated once for credit. Prerequisite: 12 hours of biology with a grade of B or better and permission of the department. *Pass/No Record. Repeatable for a total of 2 hrs.* **1 hr.**

BIOL 400 Cell Biology
Cell Biology: Study of cell structure and physiology. Laboratory emphasizes research methods, including instruments and techniques used in studying cells. Three hours lecture and three hours laboratory a week. Lab fees apply. Prerequisite: BIOL 209 and at least one year of college chemistry. Co-requisite: BIOL 360. **4 hrs.**

BIOL 401 Comparative Physiology
Comparative Physiology: Study of the function of vertebrate systems. Comparisons made to invertebrate systems where appropriate. Includes lecture and laboratory experimentation. Three hours lecture and three hours laboratory a week. Lab fees apply. Prerequisite: BIOL 209 and BIOL 320 and BIOL 360 or permission of the instructor. **4 hrs.**

BIOL 402 Genetics
Genetics: Principles of heredity and variation in plants and animals. Three hours lecture and three hours laboratory a week. Lab fees apply. Prerequisite: BIOL 209, BIOL 360 and one year of college chemistry or permission of the instructor. **4 hrs.**

BIOL 403 Developmental Biology
Developmental Biology: A study of the development of animals set within the framework of classical embryology and current molecular biology. Emphasis will be placed on the molecular events which govern the processes of fertilization, cleavage, gastrulation,

organogenesis and pattern formation. The laboratory will highlight experimental approaches to studying development. Three hours lecture and three hours laboratory per week. Lab fees apply. Prerequisites: BIOL 209 and BIOL 360 or permission of instructor. **4 hrs.**

BIOL 404 Current Issues in Biology
Current Issues in Biology: An investigation of current topics of interest in biology. Topics may include subject area content or noteworthy issues associated with the conduct of science and its impact on society. Prerequisites: BIOL 360 or permission of instructor. *Repeatable for a total of 2 hrs.* **1 hr.**

BIOL 407 Animal Behavior
Animal Behavior: This course will serve as a comprehensive survey of animal behavior, including both the underlying mechanisms and evolutionary causes of behavior. Topics covered include mechanisms of behavior, learning, foraging, defense against predation, aggression, sensory systems, communication, mating systems and parental care behavior. This course will useful for students, including those in the social sciences, who are interested in learning how and why animals of all sorts (from ants to humans) do what they do. Prerequisites: BIOL 208 (Principles of Biology I) or its equivalent; BIOL 360 (Seminar); ENVR 220 Data Analysis for Natural Sciences or its equivalent; or the permission of the instructor. **4 hrs.**

BIOL 430 Topics in Biology
Topics in Biology: Selected topics based on faculty and student interest in subjects not offered as part of the regular curriculum. May be repeated for credit with different subtitles. Lecture and lab hours may vary with the credit hours and the course taught. Lab fees apply when appropriate. *Repeatable for a total of 8 hrs.* **1-4 hrs.**

BIOL 450 Independent Study in Biology
Independent Study in Biology: Research projects in the area of the student's interest; written report and/or oral examination may be required. Prerequisite: BIOL 208 and permission of the instructor. *Repeatable for a total of 6 hrs.* **1-4 hrs.**

BIOL 470 Biological Investigation
Biological Investigation: Research projects are completed in the area of the student's interest and draw upon laboratory, field and/or library investigations. A written report and oral presentation are required. Prerequisites: BIOL 360 and ENVR 220. *Repeatable for a total of 6 hrs.* **3 hrs.**

GRADUATE COURSE

BIOL 510 Pathophysiology
Pathophysiology: This course covers the etiology and development of pathophysiological processes at the cellular, tissue and systems levels. Knowledge of altered physiological mechanisms will be connected to analysis of the manifestations and treatment of disease processes. Prerequisites: BIOL 313 and BIOL 314. **3 hrs.**

BUSINESS ADMINISTRATION

BUSN 115 Introduction to Business
Introduction to Business: This course is an introduction to each of the principal areas of the business curriculum: accounting, finance, management and marketing, as well as the role of business in American society and the nature of the private enterprise system. **3 hrs.**

BUSN 207 Financial Accounting
Financial Accounting: This course introduces financial accounting principles. Topics to be covered include recording of transactions, preparation of various journals, posting of ledgers and preparation of income statements and balance sheets. **3 hrs.**

BUSN 208 Managerial Accounting
Managerial Accounting: This course is a study of the analysis and use of accounting data to manage enterprises. Topics include cost-volume-profit relationships, decision analysis, budgeting, standard costing, segment reporting, and basic product costing methods. Prerequisite: BUSN 207. **3 hrs.**

BUSN 218 Communications in Business
Communications in Business: This course focuses on the development and transmittal of information within a business environment. It will include writing of business reports, memos, and other professional documents and strategies for their effective transmission. The course stresses appropriate approaches, style, tone, and design. Use of illustrations and strategies for corporate interactions and meetings, development and presentation of group-authored documents will be included. No Prerequisites. **3 hrs.**

BUSN 303 Intro to Entrepreneurship
Introduction to Entrepreneurship: This course examines the skills, concepts, mental attitudes, and knowledge relevant to creating and managing a new venture. The capabilities gained apply to potential entrepreneurs interested in starting a new business, as well as to those interested in taking over an existing business. The course looks at the nature of the entrepreneur, the entrepreneurial process, and some of the critical ingredients in success and failure. In particular, it examines the driving forces behind the process, namely the founders and the market opportunities. Sophomore standing. **3 hrs.**

BUSN 305 Legal Environment of Business
Legal Environment of Business: This introduction to law emphasizes the legal and ethical rights and duties of the individual engaged in business. Topics to be covered include the Constitution, torts, crimes, agency,

partnerships, corporations and ethics. Prerequisite: Sophomore standing. **3 hrs.**

BUSN 315 Business Law
Business Law: This is a study of law as it affects the individual engaged in business. Topics include contracts, sales, and negotiable instruments. **3 hrs.**

BUSN 318 Financial Statement Analysis
Financial Statement Analysis: This is a study of the analysis of financial statements by creditors and investors. Factors that impact the presentation of financial statement information are covered, as are the behavioral responses that result from financial analysis. Topics include the study of cutting edge technology that captures and retrieves financial data, the role of regulators in influencing presentation of data to the public, and the dangers of misrepresented financial information. Prerequisite: BUSN 207. **3 hrs.**

BUSN 319 Fraud and Business
Fraud and Business: This course is a study of fraud schemes that are executed by an entity's own employees and management and affect the entity. The behavioral and social factors motivating schemes involving asset misappropriations, corruption, and fraudulent financial statements along with prevention and detection strategies for minimizing the risk of fraud related losses are also examined. Prerequisite: BUSN 207. **3 hrs.**

BUSN 320 Business Ethics
Business Ethics: Business ethics is “dilemma management,” focusing on frameworks for decision-making. Using cases, the course explores individual, group, and corporate decision-making; government regulation, special interest groups, and other constituencies; and the complexity of the ethical environment of business. Prerequisite: Junior standing. **3 hrs.**

BUSN 331 Human Resource Management
Human Resource Management: This course is a study of the personnel function in the organization. Topics covered include job design, staffing, performance appraisal, training and development, compensation and collective bargaining. Current topics in the law (OSHA, Fair Employment Regulations, etc.) which affect the personnel function are considered. **3 hrs.**

BUSN 333 Principles of Management
Principles of Management: This is a basic survey of management theory with emphasis on the functional and task requirements of management and behavioral considerations. Specific topics include the planning, organizing and controlling functions of management; contemporary models of organizational design; motivation and performance; and group behavior and influence processes. **3 hrs.**

BUSN 338 Cross-Cultural Management
Cross-Cultural Management: This course examines multi-cultural issues as they apply to management. Skills acquired during this course are essential to the activities of successful international business professionals. Initiating cross-border acquisitions, completing international transactions, and managing or participating in multicultural teams all require building effective relationships. Students will participate in simulations and in-class activities. Prerequisite: Junior or senior class standing. **3 hrs.**

BUSN 340 Principles of Marketing
Principles of Marketing: This is a study of the interrelationship between marketing functions and the other primary functions of firms or organizations. An analytical survey is made of the problems of product planning, pricing, promotion, channels of distribution and legislation affecting marketing activities as related to the satisfaction of individual consumer and societal wants and needs. **3 hrs.**

BUSN 341 Advertising
Advertising: This course examines the concepts, methods and materials of advertising, from early twentieth-century to contemporary practice. We will explore the techniques of preparing a campaign from the research stage through market analysis and media plan, to creative design and final pitch. Prerequisite: COMM 101 or BUSN 340. **3 hrs.**

BUSN 345 Leadership
Leadership: This course provides an introduction to leadership. Course discussions will include exploring the nature of leadership, the development of an understanding of leadership theories, and an overview of various styles of leadership. Discussions with community leaders will facilitate the students' creation of strategies for successful leadership and development of skills to enhance their leadership effectiveness in a variety of settings. Prerequisite: BUSN 333. **3 hrs.**

BUSN 351 Consumer Behavior
Consumer Behavior: This course provides an overall view of some of the basic perspectives of consumer behavior. An interdisciplinary approach will be stressed including the fields of economics, psychology, sociology and anthropology as related to marketing. Emphasis is placed on the fundamental processes of motivation, perception and learning, as well as analysis of individual and group influences as related to the marketing of goods and services. Prerequisite: BUSN 340. **3 hrs.**

BUSN 353 Promotion Management
Promotion Management: This course is a study of the promotion activities of personal selling, advertising, public relations/publicity and sales promotion as part of overall marketing strategies and budgets. Prerequisite: BUSN 340. **3 hrs.**

BUSN 355 Capitalism
Capitalism: This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s until today. While this course focuses on American capitalism as an economic and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. May be taken as ECON 355. **3 hrs.**

BUSN 360 Corporate Finance
Corporate Finance: This course introduces the basic concepts, principles and analytical techniques of corporate financial management. Topics include financial statement analysis, time value of money, valuation of stocks and bonds, the relationship between risk and return, cost of capital, capital budgeting, and long-term financing decisions. Emphasis is placed on understanding how financial decisions affect firm value in a risk-return framework. Prerequisites: BUSN 208; ECON 203 and 204; and MATH 106. **3 hrs.**

BUSN 372 Consumer Financial Planning
Consumer Financial Planning: This course presents an overview of consumer financial issues including long term and short term credit vehicles, estate planning, tax management, insurance instruments, and bankruptcy. The course focuses on money management for long term wealth accumulation. In addition, the course provides insight into the function of the financial services industry and their role in wealth management. **3 hrs.**

BUSN 403 Innovation & Creativity
Innovation and Creativity: This course will focus on the discipline of the creative process, its development and management, and its application within organizations. The course will coordinate with BUSN 432 to provide students a foundation for creating and developing a business idea. The topics include but are not limited to: multi-disciplinary definitions and theories of creativity and innovation, the development of creative ability and its application and management within organizations, and the development of an individual creative process by exploring multiple creative outlets, culminating in a completed creative project. **3 hrs.**

BUSN 410 Business Analytics
Business Analytics: This course provides an overview of concepts, techniques and applications of statistical data analysis and management science as they support decision making processes throughout the organization. Topics include quantitative methods commonly used to support business decision modeling and to investigate past business performance to drive business planning. The course includes the application of computer software with an emphasis on advanced techniques in spreadsheet and database design and analysis. Prerequisite: MATH 110. **3 hrs.**

BUSN 420 International Business
International Business: The course presents foundational material for understanding the evolving global business environment including causes for changing patterns of international trade and investment, the institutional environment and impact of trade policies, international monetary arrangements and exchange rates. The course also explores strategic options for international expansion, and uses case analysis to examine the varied challenges to firms operating in a global business environment. Prerequisites: ECON 203 and 204. **3 hrs.**

BUSN 421 Organizational Behavior
Organizational Behavior: An examination of the behavioral aspects of organizations within our society, this course includes consideration of the interrelationships between the individual, informal and formal groups; group formation, cohesiveness, conformity and norms; interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. **3 hrs.**

BUSN 432 Entrepreneurial Enterprises
Entrepreneurial Enterprises: This course focuses in-depth at defining, creating and funding a new business idea. It examines how entrepreneurial ventures differ from the established organizations in strategy, financial analysis, funding, and competitor analysis. The specific needs for successfully launching a new venture within an established organization, as well as an independent one; and the development of a business plan capable of being presented to potential investors/managers for funding are the key outcomes of the course. Prerequisite: BUSN 403. **3 hrs.**

BUSN 452 Marketing Management
Marketing Management: Using the case analysis method, marketing strategies used by management are examined under a variety of circumstances and within a variety of business and organizational settings. Prerequisite: BUSN 340. **3 hrs.**

BUSN 453 Marketing Research
Marketing Research: This is an introduction to the research and methods used in the marketing process. Areas given emphasis include sources of market data, sampling surveys, interpretation of data and the relationship of market research to the policies and functions of a business. Prerequisites: BUSN 340 and MATH 106. **3 hrs.**

BUSN 454 International Trade
International Trade: This course presents and applies the main economic theories of why and what nations trade to understand the benefits and costs of international trade and the impact of commercial policies that restrict or promote trade. May be taken as ECON 454. Prerequisites: ECON 203 and 204. **3 hrs.**

BUSN 455 Sales Management
Sales Management: This course focuses on the fundamentals of sales management with an emphasis on the management of professional consultative selling personnel. Since selling is an essential key to success in the marketing process, understanding how to manage sales personnel through understanding the personal selling process and how to motivate sales personnel is essential for all marketers. The course combines recitation, case study, and applied experiential learning. Prerequisite: BUSN 340. 3 hrs. **3 hrs.**

BUSN 458 International Economics
International Economics: This course extends microeconomic and macroeconomic theories to address fundamental questions regarding the nature and impact of international exchange. Topics include in-depth treatment of theories of international trade and trade policy in perfect and imperfectly competitive markets, economic integration, balance of payments and currency markets, and the conduct and efficacy of monetary and fiscal policies in an open economy. Prerequisites: ECON 203, ECON 204, BUSN 420 and junior or senior class standing. This course is also cross listed as ECON 458. **3 hrs.**

BUSN 460 Business Systems
Business Systems: Using the operations rubric of a supply chain and/or the marketing rubric of the consumer value chain, the course approaches business from a systems perspective. The objective is to focus on basic concepts in systems thinking. This course bridges the gap between the functional nature of the core curriculum and the integrative nature of the capstone course in Strategic Management. In addition, the course introduces, re-enforces and enhances concepts of operations management and the use of information systems in the management of the enterprise. Prerequisites: BUSN 333 and 340. **3 hrs.**

BUSN 461 Practicum in Leadership
Practicum in Leadership: An introduction to group theory, research, and process. Students will examine the dynamics of human interaction in a group setting. Different aspects affecting behavior within groups will be studied including group norms, cohesion, competition and co-operation. Prerequisite: Junior standing and permission of faculty. **3 hrs.**

BUSN 465 Business Case Writing
Business Case Writing: This course allows students a unique opportunity to apply classroom lessons to a real world situation. Students, with close faculty supervision, will research, develop and write a business case. The ultimate goal is the presentation of the finished case at an academic meeting. Open to junior and senior business majors with a 3.5 GPA or above and approval of faculty. **3 hrs.**

BUSN 470 Investment Analysis
Investment Analysis: This course relates the economic and investment environment to security investment decisions. It includes an introduction to the concepts and techniques relevant to the formulation of investment objectives, strategies and policies for individual and institutional investors and an elementary treatment of portfolio theory and the capital asset pricing model. Prerequisite: BUSN 360. **3 hrs.**

BUSN 474 Intermediate Corporate Finance
Intermediate Corporate Finance: This course provides an in-depth study of financial theory, analysis and application in selected areas. Topics include advanced valuation techniques, risk and return, cost of capital, capital structure theory and policy, dividend policy, capital budgeting, real options, mergers and acquisitions, and working capital management. Prerequisite: BUSN 360 **3 hrs.**

BUSN 476 Financial Markets & Institutions
Financial Markets and Institutions: This course describes the various financial markets and the financial institutions that serve those markets. The course will focus on the behavior of major financial institutions, including commerical banks, and their role in the intermediation process as suppliers of funds to the money and capital markets. Other topics include primary and secondary financial markets, treasury and agency securities markets, municipal securities markets, financial futures markets, and stock markets in the U.S. and worldwide. Prerequisite: BUSN 360. **3 hrs.**

BUSN 478 International Finance
International Finance: This course introduces students to international financial management issues including exchange rate determination, interest rate parity and purchasing power parity relationships, international Fisher Effect, transaction and operating exposure, hedging and speculation with derivatives, international financial markets, and international cost of capital, capital structure, and capital budgeting techniques. Prerequisite: BUSN 360. **3 hrs.**

BUSN 485 Strategic Management
Strategic Management: This is the capstone course for the major requiring basic knowledge of accounting, finance, economics, marketing management, legal environment, and international business. It is designed to develop analytical skills in strategy formulation and implementation and an integrated view of business operations. It also provides a basic grasp of policy problems in a variety of business and governmental settings through the use of case studies. Prerequisites: Admission to the major, and BUSN 305, 333, 340, 360 and 420. **3 hrs.**

BUSN 492 Topics in Business
Topics in Business: This course is designed to investigate and evaluate current topics or specialized areas of business. Course topics are announced the semester preceding the offering. Prerequisite: To be designated for each specific course offered. *Repeatable for a total of 12 hrs.* **3 hrs.**

BUSN 495 Independent Research/Study
Independent Research and Study: This course provides an opportunity for an individually designed program of directed readings or a research project. Each study or project requires approval of the supervising professor and the undergraduate program chair. Open to senior business majors with a 3.000 grade point average in the major. **1-3 hrs.**

GRADUATE COURSES

BUSN 542 MBA Foundations I
MBA Foundations I: This is the first of two team-taught, integrated, interdisciplinary courses focused on quantitative (statistics, quantitative methods, accounting, finance) and behavioral (diverse and systems thinking, influence, conflict management) skills. The course prepares students by modeling the dynamic work environment in most organizations. A grade of Pass = B or better. No prerequisites. *Pass/No Record.* **3 hrs.**

BUSN 543 MBA Foundations II
MBA Foundations II: This is the second of two team-taught, integrated, interdisciplinary courses focused on quantitative (statistics, quantitative methods, accounting, finance) and behavioral (diverse and systems thinking, influence, conflict management) skills. The course prepares students by modeling the dynamic work environment in most organizations. A grade of Pass = B or better. Prerequisite: BUSN 542. *Pass/No Record.* **3 hrs.**

BUSN 600 Leadership Development
Leadership Development: The primary objective of this course is to facilitate the development of the students' own leadership philosophy, style, and demonstrated effectiveness. The course is grounded on the importance of self-awareness in facilitating personal and professional development, and a number of personality and leadership assessments, as well as a customized 360-degree feedback report, are provided in this course. The course occurs over two sequential terms. *Pass/Fail.* **3 hrs.**

BUSN 605 Law and Ethics
Law and Ethics: This course examines the relationship between business and the complex network of state and federal laws and regulatory agencies. It is designed as a study of the legal and ethical environment of business. Topics will include the development of the law and the legal system, regulatory law and regulatory agencies, commercial law basics and the fundamentals of applied business ethics. Specialty topics will include employment and labor law, environmental law, litigation/risk management, insurance and others. **3 hrs.**

BUSN 608 International Business
International Business: This course develops an understanding of the challenges that firms and their managers face in attempting to operate in an increasingly global business environment. The course explores the causes and consequences of the evolving global business environment including the changing patterns of international trade and investment, the nature and impact of international trade policies and institutions, exchange rates and the management of exchange rate risk. Case analysis is used to explore management of the multinational enterprise including strategic options for international expansion, parent-subsidiary relationships, and the challenges of operating in a multi-cultural business environment. Prerequisites: BUSN 615. **3 hrs.**

BUSN 610 Management of Organizations
Management of Organizations: This is an advanced seminar in management, which explores the emerging management paradigm and contrasts it with traditional approaches. The course addresses the development, design, operation and control of activities necessary to generate goods and services in profit and non-profit organizations. Topics include motivation, team development, leadership and ethics, operational excellence, organizational design and structure, change, and strategy. **3 hrs.**

BUSN 615 Economics for Managerial Decisions
Economics for Managerial Decisions: This course develops critical thinking and data analysis skills to address macroeconomic and microeconomic issues relevant to managers. Prerequisites: None. **3 hrs.**

BUSN 620 Managerial Accounting
Managerial Accounting: This course examines the ways in which accounting enables managers to operate effectively through the use of analysis and information as the foundation for managerial decision-making. Topics include cost-volume-profit relationships, cost behavior patterns, flexible budgets and standards for control, relevant costs, capital budgeting and the impact of taxes on management planning. Prerequisites: BUSN 542. **3 hrs.**

BUSN 622 Financial Management
Financial Management: This course examines the financial function and how it relates to other functions of the business firm including how financial decisions can further the basic enterprise's goal of wealth maximization. The student will explore in-depth controversial conceptual problems. This course focuses on the various concepts for manager decision-making under uncertainty, optimum financial structure, cost of capital and asset management. Prerequisite: BUSN 543. **3 hrs.**

BUSN 630 Marketing Management
Marketing Management: This course is designed to acquaint the student with techniques in defining a target market and specifying a marketing mix to satisfy that target. The main point of emphasis is that marketing is a total system of business action rather than a fragmented assortment of functions and institutions. The structure of the course is the case approach, which requires the student to use principles of marketing in the analysis of business problems. Prerequisite: BUSN 542. **3 hrs.**

BUSN 635 Decision Science
Decision Science: This course develops a generalized framework for examining the executive decision making process. Topics included are: decision structures, decision diagramming and expected value; subjective probability assessment; payoff tables and decision analysis in normal form; Monte Carlo simulation; and the assessment of personal attitude toward risk. **3 hrs.**

BUSN 650 Strategic Management
Strategic Management: This is the capstone course of the PMBA program in which the emphasis is on the strategic planning necessary for an organization to define and achieve its overall objectives. Cases include problems in which economic, moral, personal, social and political factors are involved. A major theoretical or practical project is required. The final exam of the course is comprehensive and is designed to evaluate overall synthesis of content of the foundation and core courses. Prerequisites: BUSN 600,605, 608, 610, 615, 620, 622, 630, 635. May be taken with the second term of BUSN 600. **3 hrs.**

BUSN 652 Technology Management
Technology Management: The objective of this course is to develop a management strategy appropriate for dealing with an accelerating stream of technological innovation. Major tips include information systems, EDI, networks and telecommunications, expert systems and artificial intelligence, as well as the impact of technology on issues of ethics and privacy. **3 hrs.**

BUSN 653 Entrepreneurship
Entrepreneurship: This course examines the nature of the entrepreneur and the entrepreneurial process, as well as the critical ingredients in success and failure.The course explores the skills, concepts, and knowledge relevant to creating and funding a new venture. Considerable attention is given to the screening and evaluation of ideas and new business opportunities. The capabilities gained in this course apply to potential entrepreneurs interested in starting a new business, those interested in taking over an existing business, and those interested in incorporating an entrepreneurial approach in established businesses. **3 hrs.**

BUSN 655 Consumer Behavior
Consumer Behavior: This course provides the student with an overview of the consumer decision-making process and factors that influence this process. The course will examine the psychological and sociological aspects of how consumers evaluate their ever-increasing purchasing options. Understanding such a process is a critical factor in strategic planning. The manner in which marketers utilize such information will be emphasized through class analyses. **3 hrs.**

BUSN 656 Operations Management
Operations Management: Managing operations, means dealing with the ways these human and capital resources interact to create products and services. This course will sharpen participants' insights to the impact of corporate decisions on operations through discussion of selected case studies, many of which will deal with firms having a global operating reach. Prerequisite: BUSN 610. **3 hrs.**

BUSN 657 Marketing Research
Marketing Research: This course provides an introduction into marketing research processes and results. Upon completing this course, the student should be able to interpret research findings and to reach meaningful conclusions based upon those findings. To meet these objectives, this course requires actual fieldwork supplemented by case studies. Prerequisite: BUSN 630. **3 hrs.**

BUSN 658 Investment Analysis
Investment Analysis: This course includes the study of capital market theory, the balance between risk and return, rates of return required by investors and the study of betas in the capital asset pricing model, all examined from the viewpoint of the private investor. Prerequisite: BUSN 622. **3 hrs.**

BUSN 659 International Marketing
International Marketing: This course focuses on the economic, social and political influences on marketing management in the international context. Basic marketing principles and processes form the conceptual framework for understanding global integration, decision-making and strategic planning. Prerequisite: BUSN 630. **3 hrs.**

BUSN 662 Capitalism & Its Origins
Capitalism and Its Origins: What is capitalism? When, where, why and how did it arise? What are its costs and benefits? What are the alternatives to capitalism? This is a course in political economy. It aims to foster clear and dispassionate analysis of volatile issues arising from the impact of a market economy on aspects of contemporary life. **3 hrs.**

BUSN 663 Creative Connections
Creative Connections: This hands-on course will draw on community resources to explore the nature and universality of creativity, methods for cultivating individual creativity, and organizational frameworks for

creative problem-solving. Everyone is creative, but not everyone has explored his/her creativity or made connections between individual creative interests and a business career. In an environment of rapid change, leaders must be able to find connections between seemingly disparate fields and functions and to critically assess options. Prerequisites: None. **3 hrs.**

BUSN 664 Legal Environment of Business
Legal Environment of Business: Focusing on strategy implications, this course will examine the legal, regulatory, political, ethical, and social environment of business. Using a case approach, the course builds on a foundation of legal basics, helping practical managers analyze issues and operate within the external framework of their business. Prerequisite: BUSN 605. **3 hrs.**

BUSN 665 International Experience
International Experience: During this course students participate in a "hands-on" exploration of the business environment of a country or countries in Europe, Asia, Latin America or North America. Course requirements include attendance at pretrip seminars and completion of all course assignments after the conclusion of the travel experience. **3 hrs.**

BUSN 668 International Financial Management
International Financial Management: This course is an in-depth look at the role of money in the modern economy, the international market for currencies, hedging and speculation in international finance, exchange rates and the effect of international money movements on domestic economic activity. Prerequisites: BUSN 608 and 622. **3 hrs.**

BUSN 670 Topics in Business
Topics in Business: Topics vary each term, check the term schedule for specific Topic descriptions. May be repeated with different topics for a total of nine credit hours toward the MBA degree. *Repeatable for a total of 9 hrs.* **3 hrs.**

BUSN 671 Seminar in Financial Management
Seminar in Financial Management: The seminar will focus on various areas within the discipline using case analysis. Topics may include, but are not limited to,Working Capital, Capital Budgeting, Capital Structure, and Mergers and Acquisitions. Prerequisite: BUSN 622. **3 hrs.**

BUSN 672 Introduction to Coaching Theories
Introduction to Coaching Theories: This course examines organizational coaching and surveys the foundational disciplines on which the practice of organizational coaching is based, applicable theories and methods. Coaching will be explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. (Also offered as ODEV 640 Introduction to Coaching Theories) **3 hrs.**

BUSN 673 Advanced Coaching Theories
Advanced Coaching Theories: A survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; and advance coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. Prerequisite BUSN 672. (Also offered as ODEV 645 Advanced Coaching Theories) **3 hrs.**

BUSN 674 Coaching Practicum
Coaching Practicum: This course provides the opportunity for students to engage in applied coaching efforts in the field. Working independently with a client, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. Prerequisite: BUSN 672, 673. (Also offered as ODEV 650 Coaching Practicum) **3 hrs.**

BUSN 675 Hyper-Connected Innovation
Hyper-Connected Innovation: This course examines the need for shifting leadership approaches to develop new methods of generating value that drive growth by creating an environment of idea generation, entrepreneurship and innovation. Students will explore such topics as creative experimentation, idea emergence, information distribution, social capital, open source innovation, behavior networks, design research, viral marketing and strategic architectures. Prerequisites: None. (Also offered as ODEV 655 Hyper-Connected Innovation) **3 hrs.**

BUSN 676 Management Consulting
Management Consulting: This course introduces the concepts, methods, skills, and attitudes required for effective consultation in organizations, both from an internal and external role. Beyond a mere knowledge base, the course is designed to develop skill in dialogue and consulting, with a particular emphasis on attitude development through the application of the Action Research and Process Consultation models in an ethical context. Additional focus is on issues of practice development and management such as client identification, marketing, partnering, contracting, and client relationship management.This course is also cross listed as ODEV 656 Management Consulting. **3 hrs.**

BUSN 677 Interpersonal & Group Dynamics
Interpersonal and Group Dynamics: This course focuses on the study of the form, process, and function of small groups, with particular emphasis on work teams in the contemporary organization. A variety of theories and models are explored and applied. Students are expected to explore their use of self in the

context of groups as well as groups at a behavioral level. No prerequisites. This course is also cross listed as ODEV 635Interpersonal and Group Dynamics. **3 hrs.**

BUSN 680 Independent Study
Independent Study: This course requires independent reading and investigation of literature relevant to a specific topic or area of business. Students must complete and have approved a proposal for an Independent Study prior to registration for this course. This course may be repeated for a maximum of six credit hours. *Repeatable for a total of 6 hrs.* **1-3 hrs.**

CHEMISTRY

CHEM 101 General Chemistry I
General Chemistry I: This course includes the structure of the atom; the structure of the nucleus and nuclear chemistry; the Periodic Table; chemical bonding; solids, liquids and gases; stoichiometric relationships; the properties of solutions; colloidal systems; chemical equilibria; and hydrocarbons. Three hours lecture per week. Designed for non-science majors. Corequisite: CHEM 101L. **3 hrs.**

CHEM 101L General Chemistry I Lab
General Chemistry I Laboratory: This laboratory introduces the student to elementary glass-working, general laboratory equipment and techniques, the principles of quantitative operations and qualitative analysis. Three hours laboratory per week. Lab fees apply. **1 hr.**

CHEM 111 Chemistry Principles I
Chemistry Principles I: The study of atomic and molecular structures, electronegativity, the relationships of the Periodic Table, covalent, ionic and metallic bonding, molecular orbitals, and enthalpy. Three hours lecture per week. Designed primarily for science majors. Corequisite: CHEM 111L. **3 hrs.**

CHEM 111L Chemistry Principles I lab
Chemistry Principles I Laboratory: This laboratory introduces students to general laboratory equipment and techniques and the principles of gravimetric analysis. Three hours laboratory per week. Lab fees apply. **1 hr.**

CHEM 112 Chemistry Principles II
Chemistry Principles II: The study of chemical equilibria, reaction rates, free energy, electro-chemistry, acids, bases and pH and an introduction to carbon chemistry. Three hours lecture per week. Designed primarily for science majors. Prerequisite: CHEM 111 or its equivalent. Corequisite: CHEM 112L. **3 hrs.**

CHEM 112L Chemistry Principles II Lab
Chemistry Principles II Laboratory: This laboratory introduces buffers, colligative properties, semi-micro techniques and volumetric and qualitative analysis. Lab fees apply. **1 hr.**

CHEM 300 Research Methods
Research Methods: A course designed to prepare students to conduct independent research projects in their senior year. This course will develop skills in research planning; experimental design; use of laboratory and computer techniques; preparation, criticism, and oral presentation of research plans; and communication of research findings. Prerequisite: CHEM 303. **3 hrs.**

CHEM 303 Organic Chemistry I
Organic Chemistry I: Introductory course including an integrated survey of the more important compounds of the aliphatic and aromatic series; emphasis on problems in organic synthesis. Three hours lecture per week. Prerequisite: CHEM 112 or permission of the instructor. Corequisite: CHEM 303L. **3 hrs.**

CHEM 303L Organic Chemistry Lab I
Organic Chemistry Laboratory I: This course introduces the student to the basic experimental techniques of chemical synthesis of organic compounds. Three hours laboratory per week. Lab fees apply. Prerequisite: CHEM 112L. **1 hr.**

CHEM 304 Organic Chemistry II
Organic Chemistry II: Theoretical course treating the mechanisms of organic reactions in terms of modern structural theories. Three hours lecture per week. Prerequisite: CHEM 303 or permission of the instructor. Corequisite: CHEM 304L **3 hrs.**

CHEM 304L Organic Chemistry Lab II
Organic Chemistry Laboratory II: A continuation of Laboratory 303L and the introduction of the student to organic qualitative analysis. Three hours laboratory per week. Lab fees apply. Prerequisite: CHEM 303L. **1 hr.**

CHEM 305 Quantitative Analysis
Quantitative Analysis: Introduction to the theory and practice of quantitative analytical chemistry. Topics include volumetric analysis, spectroscopy, electrochemistry and chromatography. Three hours lecture per week. This course fulfills the writing-intensive course requirement. Prerequisite: CHEM 112. Corequisite: CHEM 305L. **3 hrs.**

CHEM 305L Quantitative Analysis Laboratory
Quantitiative Analysis Laboratory: This laboratory introduces the student to the techniques of making accurate and precise measurements in the laboratory, with an emphasis on volumetric, gravimetric and electrochemical analysis methods. Three hours of laboratory per week. Lab fees apply. **1 hr.**

CHEM 307 Instrumental Analysis II
Instrumental Analysis II: A second course in analytical chemistry, treating the theory and operation of electronic instrumentation. Three hours lecture per week. Prerequisite: CHEM 305 or permission. Corequisite: CHEM 307L. **3 hrs.**

CHEM 307L Instrumental Analysis Laboratory
Instrumental Analysis Laboratory: This laboratory introduces the student to design, construction and operation of chemical instruments, as well as the proper selection of analytical techniques for solving chemical problems. Three hours of laboratory per week. Lab fees apply. Prerequisite: CHEM 305. **1 hr.**

CHEM 308 Physical Chemistry I
Physical Chemistry I: Study of the structure of gases, the physical properties of matter, the laws of thermodynamics and the principles of equilibria. Three hours lecture per week. Prerequisites: CHEM 112, PHYS 101,MATH 121, 122 or permission of the instructor. Corequisite: CHEM 308L. **3 hrs.**

CHEM 308L Physical Chemistry I Lab
Physical Chemistry I Laboratory: Introduction to basic devices for precise physical and chemical measurements. Three hours laboratory per week. Lab fees apply. **1 hr.**

CHEM 309 Physical Chemistry II
Physical Chemistry II: Application of physical and mathematical principles to chemical systems: quantum mechanics, atomic structure, molecular structure, computational methods, and spectroscopy. Prerequisite: CHEM 308. Corequisite: CHEM 309L. **3 hrs.**

CHEM 309L Physical Chemistry II Lab
Physical Chemistry Ii Laboratory: This laboratory introduces methods in computational chemistry and advanced spectroscopy. Corequisite: CHEM 309. **1 hr.**

CHEM 320 Adv Inorganic Chemistry
Advanced Inorganic Chemistry: A study of the reactions and properties of inorganic elements based on electronic structure and periodic properties. Prerequisite: CHEM 304. **3 hrs.**

CHEM 350 Biotechnology Techniques
Biotechnology Techniques: This course provides the foundation and understanding of various molecular biology and biochemsitry techniques through a project based laboratory and a supplemental lecture. One hour of lecture and three hours of laboratory per week. Prerequisites: BIOL 209, CHEM 111/111L. This course is also cross-listed as BIOL 350. **2 hrs.**

CHEM 390 Chem Lab Assistant
Chemistry Laboratory Assistant: Practical experience as a laboratory assistant in the department. Chemistry 390 may be repeated once. Prerequisites: 8 hours of chemistry with a grade of B or better and permission. *Pass/No Record.* **0 hrs.**

CHEM 391 Chem Lab Assistant
Chemistry Laboratory Assistant: Practical experience as a laboratory assistant in the department. Prerequisites: 8 hours of chemistry with a grade of B or better and permission. *Pass/No Record. Repeatable for a total of 2 hrs.* **1 hr.**

CHEM 401 Biochemistry
Biochemistry: Survey of Biochemistry: proteins, carbohydrates, lipids, nucleic acids, biotechnology, and metabolism. Prerequisite: CHEM 303. **3 hrs.**

CHEM 401L Biochemistry Lab
Biochemistry Laboratory: This laboratory is an introduction to modern biochemical techniques with an emphasis on protein and nucleic acid methods. Co-requisite: CHEM 401. **1 hr.**

CHEM 403 Advanced Biochemistry I
Advanced Biochemistry I: Study of protein conformation and function; mechanisms and regulation of enzyme action; generation and storage of metabolic energy. Three hours lecture per week. Prerequisite: CHEM 303. **3 hrs.**

CHEM 403L Advanced Biochemistry I Lab
Advanced Biochemistry I Laboratory: Basic principles and techniques of biochemistry laboratory investigation introduced; work is quantitative in nature. Three hours laboratory per week. Lab fees apply. Prerequisite: CHEM 304L or permission of the instructor. **1 hr.**

CHEM 404 Advanced Biochemistry II
Advanced Biochemistry II: Study of the metabolism of biomolecules: biosynthesis of macromolecules; storage, transmission and expression of genetic information. Prerequisite: CHEM 403 or permission of the instructor. Corequisite: CHEM 404L. **3 hrs.**

CHEM 406 Environmental Chemistry
Environmental Chemistry: In this course students will apply fundamental principles of chemistry to understand the source, fate and reactivity of compounds in the environment. The course will focus on the chemistry of the atmosphere, hydrosphere and lithosphere. Environmental issues that will be discussed include climate change, air pollution, pollution and treatment of soil and water resources and the environmental fate and utilization of pesticides and other anthropogenic compounds. **3 hrs.**

CHEM 406L Environmental Chemistry Lab
Environmental Chemistry Laboratory: This laboratory allows students to apply experimental and analytical techniques to help study, describe and solve environmental problems. This is a problem solving course that will rely on fundamental principles of chemistry including equilibrium, reaction kinetics, solubility, partitioning and computer modeling.

Students will learn basic analytical techniques required to analyze compounds in environmental samples including air, water and soil at concentrations as low as part per billion. Lab fee may apply. **1 hr.**

CHEM 430 Topics in Chemistry
Topics in Chemistry: This course provides the opportunity for a faculty member and a group of interested students to study a subject that is not offered on a regular basis in the curriculum. Topics are announced annually. May be repeated for credit under different subtitles. Prerequisites: Vary with topic. **1-4 hrs.**

CHEM 450 Directed Individual Study
Directed Individual Study: Individual research conducted by the student. Three, six or nine hours of consultation and laboratory work per week. Prerequisite: Open to advanced students by permission of the instructor. **1-4 hrs.**

CHEM 470 Senior Project
Senior Project: The course consists of an independent research project. The topic and scope of the project are determined by the student in consultation with a faculty member. A written report and an oral presentation are required. Senior project may be taken twice for projects that span two semesters. Prerequisite: CHEM 300. *Repeatable for a total of 4 hrs.* **2 hrs.**

COMPUTER INFORMATION SYSTEMS

CIS 110 Fundamentals of Microcomputers
Fundamentals of Microcomputers: This course introduces the fundamentals the personal computer (PC) with emphasis on the use of the PC to improve personal productivity. Application topics include word processing, spreadsheet, database, presentation graphics and communication software. **3 hrs.**

CIS 120 Advanced Microcomputer Fundamentals
Advanced Microcomputer Fundamentals: This course provides advanced instruction in personal productivity applications using word processing, spreadsheet, database and presentation graphics software. Prerequisite: CIS 110 or permission of the department. **3 hrs.**

CIS 131 Scientific Computer Programming
Scientific Computer Programming: Problem-solving processes, algorithmic design, structured programming in a procedural language, debugging and testing techniques. **3 hrs.**

CIS 230 Introduction to the Internet
Introduction to the Internet: An overview of the Internet from an end-user perspective. Topics include the structure and uses of the Internet, use of web browser software and creating personal web pages. Prerequisite: CIS 110 and sophomore standing or permission of the department. **3 hrs.**

CIS 270 Intro to Information Systems
Introduction to Information Systems: An overview of the nature and uses of information systems in today's society. Topics range from hardware and software technologies to issues of privacy and ethics. Intended for both IS and non-IS majors. **3 hrs.**

CIS 290 Introduction to Digital Multimedia
Introduction to Digital Multimedia: An introductory study of the computer technologies, creative skills and software tools employed in the digital arts. Topics include graphics, sound, and video. Concepts will be applied through an introductory examination of digital arts software. Emphasis is on the use of multimedia technologies rather than the computer science of multimedia technologies. This course is intended for all majors. Prerequisite: A basic familiarity with personal computer systems. **3 hrs.**

CIS 300 Info Systems in Global Enterprise
Information Systems in Global Enterprise: This course focuses on IT environments around the world, national infrastructures and regulatory regimes, global IT applications, global IS development strategies, global management support systems, and global IT management strategies. The course provides an in-depth understanding of managing information resources across national borders, time zones, cultures, political philosophies, regulatory regimes, and economic infrastructures. **3 hrs.**

CIS 310 Applications Programming I
Applications Programming I: An introduction to software engineering methodologies and the development of software applications using RAD tools. Topics include interface design, structured programming and file input/output. Programming concepts are applied using a current software development environment. Prerequisite: MATH 209. **3 hrs.**

CIS 315 Management Information Systems
Management Information Systems: All types of business, both large and small, are using information systems, networks, and Internet technology to conduct more of their business electronically, achieving new levels of efficiency and competitivenss. This course is an investigation of information systems within organizations. The course studies information systems from both technical and behavioral perspectives and the changes information systems are bringing to organizations and management. **3 hrs.**

CIS 330 Applications Programming II
Applications Programming II: Extension of the concepts and skills presented in CIS 240. Topics include object oriented programming, database connectivity, client-server software development and an overview of software development systems. Programming concepts are applied using a current software development environment. Prerequisite: CIS 310. **3 hrs.**

CIS 350 Systems Analysis & Design
Systems Analysis and Design: Concepts, principles, tools and techniques of information systems analysis and design. Students will complete a significant systems analysis and design project. Prerequisite: CIS 310. **3 hrs.**

CIS 370 Database Management Systems
Database Management Systems: Design and development of database management systems. Topics include file systems, the relational database model, structured query language and normalization and databasedesign. Students will complete the detailed physical design and implementation of a database system. Prerequisite: CIS 350. **3 hrs.**

CIS 410 Networking and Telecommunications
Networking and Telecommunications: In-depth coverage of telecommunications fundamentals, including voice-video-data for LAN, MANN and WAN network systems. Topics include data communication and telecommunication concepts, models, and standards. Installation, configuration, systems integration and management of the technologies will be practiced. Prerequisite: CIS 350. **3 hrs.**

CIS 450 Project Management and Practice
Project Management and Practice: Factors necessary for successful management of major projects. Topics include both the technical and behavioral aspects of project management and the project management body of knowledge (PMBOK). Intended for both Business and IS majors. Prerequisite: CIS 350 or permission of the department. **3 hrs.**

CIS 470 Senior System Project
Senior System Project: Advanced IS majors engage in and complete the design and implementation of a significant information system. Project management, management of the IS function and systems integration are components of the project experience. Prerequisite: CIS 350. **3 hrs.**

CIS 490 Current Issues in Comp Info Systems
Current Issues in Computer Information Systems: An advanced readings course dealing with relevant issues in the IT industry. Topics include current and evolving standards, current and emerging technologies, government regulation, e-commerce, IT workforce management, security, ethics and privacy. Prerequisite: CIS 370. **3 hrs.**

CIS 492 Topics in Computer Info Systems
Topics in Computer Information Systems: An investigation of specialized areas of computer information systems not covered by other courses. Course topic is announced the semester preceding the offering. Prerequisite: to be determined for each specific course offered. Maybe repeated with different subtitles. **3 hrs.**

CIS 495 Directed Reading/Indep. Study
Directed Reading/Independent Study: A program of directed readings or a research project. Requires approval of the supervising professor and the Dean of the College. Open to senior majors in Information Systems with a GPA of 3.0 in the major. **1-3 hrs.**

COMMUNICATON

COMM 101 Intro to Communication Studies
Introduction to Communication Studies: This course surveys the processes of communication, and explores the way they work in such contexts as relationships, groups and organizations. The course includes such topics as perception and listening; the development, dissolution and maintenance of relationships; group decision-making; public persuasion; and mediated communication. **3 hrs.**

COMM 200 Public Speaking
Public Speaking: This course develops student ability to prepare and deliver an effective speech for a variety of purposes. Topics include overcoming speech anxiety; composing appropriate beginnings and endings; choosing organizational patterns; and improving diction, and body language. **3 hrs.**

COMM 202 Writing for Communication
Writing for Communication: Students in this course will learn to craft written messages, through argumentation, for the communication field including introductions to researching and writing the APA research paper, communication scholarship, corporate documents, and documents for media settings. This course fulfills the writing-intensive requirement for Communication majors. **3 hrs.**

COMM 204 News Writing & Editing
News Writing and Editing: This course examines newspaper methods and the techniques of news writing, emphasizing basic editing. Prerequisites: ENGL 110 and 120. **3 hrs.**

COMM 210 Digital Media Production
Digital Media Production: This course provides an introduction to the study of digital media production. Students will learn how to analyze and produce digital text, hypertext, WebPages, digital photos, digital audio, podcasts, multimedia presentations and digital video. Throughout the course, students will be involved in hands-on projects that will help them begin to acquire the skills as producers of digital media. **3 hrs.**

COMM 213 Practicum: Queens Chronicle
Practicum: Queens Chronicle: Practical work in producing the student newspaper, The Queens Chronicle. The course features regular workshops with instructor and editors. *Repeatable for a total of 4 hrs.* **2 hrs.**

COMM 217 Business Communication
Business Communication: Students in this course will learn practical skills to design and deliver effective written messages for corporate audiences. Students will learn research and writing skills for drafting business documents including reports, memos, emails, and other professional documents. The course stresses appropriate writing approaches, style, tone, document design, use of illustrations, and strategies for using these documents for effective corporate interactions and meetings. Students will also complete and present group-authored documents. **3 hrs.**

COMM 231 Film History & Criticism
Film History and Criticism: Introduction and historical analysis of the development of cinema from the silent era to the contemporary avant garde. The course surveys technological developments, the evolution of popular genres and the achievements of significant directors and their landmark films. Students may elect this course as DRAM 231. **3 hrs.**

COMM 233 Television History & Criticism
Television History and Criticism: This course surveys television history, including broadcast milestones, the entertainment and educational potential and the imprint on American society. Students will examine American mass culture through the window of television programming, explore the economic dimensions of the medium and investigate new technologies. Students may elect this course as DRAM 233. **3 hrs.**

COMM 250 Communication Theory
Communication Theory: The study of various communication theories as they frame research questions and influence conclusions. Theories range from basic concepts of the communication process through interpersonal, public, and mass communication. Prerequisite: COMM 101. **3 hrs.**

COMM 304 Advanced News Writing: Print
Advanced Newswriting: Print: Advanced study of the techniques of writing news, emphasizing the development of specialized skills and research techniques. Prerequisite: COMM 204. **3 hrs.**

COMM 305 Organizational Communication
Organizational Communication: This course explores theories of organizational communication that help analyze the ways communication builds, maintains, and transforms organizations. Topics include communication in management; interpersonal relationships in the workplace; communication in small groups and teams; networking. Prerequisite: COMM 101. **3 hrs.**

COMM 306 Integrated Strategic Communication
Integrated Strategic Communication: Strategic communication refers to the totality of an organization's efforts to lead, motivate, persuade, and inform its various publics, which include consumers, investors, employees, and the media. This course provides students with information and insights about strategic communication: how messages are created and framed, why we respond to messages the way we do, and how to employ communications strategies to advance organizational goals. Prerequisite: COMM 101. **3 hrs.**

COMM 309 Media Aesthetics
Media Aesthetics: This course focuses on the fundamental components of mass media and how they serve message-makers, help influence audiences and structure industries. Students will explore light, color, framing, space, time, motion, sound, editing and words–alone and in concert--as a path to creating and evaluating content. Prerequisite: COMM 101. **3 hrs.**

COMM 310 Advanced News Writing: Broadcast
Advanced News Writing: Broadcast: This course explores broadcast journalism, examining the history of the industry, the structure of television newsrooms, changing professional environments and career opportunities in the field. Further, it gives students experience in writing and announcing radio and television news scripts. Prerequisites: COMM 204. **3 hrs.**

COMM 311 Media Criticism
Media Criticism: This course introduces multiple perspectives in media analysis by requiring students to engage media texts (from news to advertising, on radio, television, and websites) as the objects of critical socio-political analysis. Students will explore theoretical vocabulary and resources that will enable them to analyze media artifacts from the multiple perspectives of message senders, message receivers, media technologies and media industries. Prerequisite: COMM 101. **3 hrs.**

COMM 312 Nonverbal Communication
Nonverbal Communication: This course examines the various theories and applications of nonverbal communication in both personal and professional contexts. Topics include: body movement and gestures; clothing and personal artifacts; facial expression and eye behavior; use of space and territory; touching behavior; paralanguage and voice characteristics; and deception detection. The elements of nonverbal communication will be examined in the contexts of interpersonal relationships, the workplace, and cultural differences. Prerequisite: COMM 101. **3 hrs.**

COMM 315 Layout and Design
Layout and Design: This course introduces the forms and functions of typography and layout techniques. Students apply their knowledge to manipulate print and image in effective and creative webpage and print design. Prerequisite: COMM 101. **3 hrs.**

COMM 317 Gender & Communication
Gender and Communication: This course applies theories of gender studies to various communication contexts. Topics include gender roles and stereotypes; gender differences in verbal and nonverbal communication; gendered processes of socialization; images of gender in the media; and mixed vs. same sex group interactions. **3 hrs.**

COMM 320 Communication Research
Communication Research: Students will study quantitative and qualitative approaches to communication research. Students will apply an apporpriate approach to investigate a topic in depth for their term research paper. Prerequisites: COMM 101, COMM 202, COMM 250. **3 hrs.**

COMM 322 Interpersonal Communication
Interpersonal Communication: The study of communication as it affects the individual's interaction with other people in relationships. The course includes consideration of such concepts as self-concept analysis, perception, self-disclosure, gender roles in communication, nonverbal communication, listening behavior, dyadic interaction and interpersonal. Prerequisite: COMM 101. **3 hrs.**

COMM 325 Global & International Media
Global and International Media: This course will introduce students to various issues in the field of international communication, such as media ownership and concentration, global digital divide, conditions of production of news and information, and global information and communication flows. All these issues will be explored from a critical perspective. All communication, information, and media themes will be examined in the context of globalization, understood as a set of cultural, political, social, and economic processes. Prerequisite: COMM 101. **3 hrs.**

COMM 327 Intercultural Communication
Intercultural Communication: This course examines the relationship between communication and culture. Defining culture is the first challenge. Other topics include acculturation, prejudice, stereotyping, and cultural competence. Prerequisite: COMM 101. **3 hrs.**

COMM 329 Sports Reporting
Sports Reporting: Sports reporting takes specific kinds of news collection and analysis skills, whether stories are delivered through still or motion digital production, audio production, or print-driven media. This course will identify the kinds of stories sports generate, whether amateur or professional, from heartening to criminal. The course examines how to cover the sports beat, tell sports stories, and support multimedia sports stories with digital media, photos, and video. Prerequisite: COMM 101. **3 hrs.**

COMM 332 Conflict Management
Conflict Management: This course examines the nature of conflict and the impact that conflict has on our professional lives. The focus of the course is on self-assessment and the effect that different styles of conflict management have on the parties involved. Specific strategies for managing conflict, including verbal and nonverbal communication, active listening, and negotiation are explored. Prerequisite: COMM 101. **3 hrs.**

COMM 334 Family Communication
Family Communication: This course reflects the trends in theory and practice in developing an understanding of the frameworks of communication as it relates to the family unit. Communication issues include autonomy and intimacy; roles; power management; decision making; dialogue; conflict resolution and personalized communication rituals and patterns. Students will be able to identify communication problems and/or processes taking place within a family and will be able to analyze their own family experiences. **3 hrs.**

COMM 335 Persuasion
Persuasion: Grounded in rhetorical theory, the art of persuasion has reemerged as a critical skill in both personal and mediated communication contexts. This course examines the strategies individuals and organizations use to persuade people to take a particular side in decisions that rely on opinion. Topics include the importance of credibility, logic, and emotion with regard both to evaluating and creating persuasive messages. Prerequisite: COMM 101. **3 hrs.**

COMM 343 Mass Communication
Mass Communication: In this course students will analyze the forms, messages, social impact and economic structures of the mass media. Topics include the changing landscape of national and global media industries; the structure and design of media content; the role of media in public perceptions of ideas, events, institutions and people. Prerequisite: COMM 101. **3 hrs.**

COMM 344 Group Dynamics & Team Building
Group Dynamics and Team Building: This course analyzes the processes of small group communication, particularly in the context of task-oriented and decision-making bodies. Topics include the stages of group development; the dynamics of group interaction, productivity and satisfaction; team-building leadership and other group roles; decision-making; and managing conflict. **3 hrs.**

COMM 345 Communicating Across Generations
Communicating Across Generations: This course will examine the landscape of today's organizations as challenges arise from generational differences. We will explore each of the four generations: Traditionals, Baby Boomers, Gen X and Millenials (Gen Y); their distinct social values; communication styles; work attitudes; lifestyle characteristics; consuming behavior

and how each is portrayed in the media. We will also explore how the generations relate to and think about each other in families, the workplace and society. Prerequisite: COMM 101. **3 hrs.**

COMM 346 Middle East Media
Middle East Media: This course builds on developments in media and social change and contemporary analyses of the Middle East toward a consideration of how communication technologies are being used in strategic transition in the region. The course considers strategic transition in democratic, liberalization, and commercial reforms, in domestic, transnational, and new media systems in the Middle East. The course also explores the role of Middle Eastern media in political action, as a potential tool for negotiation or resistance. It takes a critical look at how media technologies are assumed to facilitate or impede political, economic, social and cultural transitions in the Middle East. Prerequisite: COMM 101. **3 hrs.**

COMM 348 Communication & Popular Culture
Communication and Popular Culture: Popular culture is the culture known and shared by most people in a society. In this course, students will investigate the mass media and contemporary forms of popular culture in the United States and what these say about American society, will look at the elements of American popular culture that have made their way into other societies across the globe, and will come to understand what popular culture says about values, beliefs, and norms of American culture and others. **3 hrs.**

COMM 350 Independent Study
Independent Study: Students may investigate a communication topic in depth with a faculty mentor. Open to communication majors with junior or senior standing and a 3.0 grade point average. **1-3 hrs.**

COMM 351 Film: Process & Product
Film: Process and Product: This course examines the creation and consumption of films. Students will evaluate how art, popular, documentary and/or corporate filmmakers use visual and structural methods such as editing, frame composition, and signs and codes to inform or move members of target audiences. **3 hrs.**

COMM 352 History of American Journalism
History of American Journalism: This course explores the history of journalism in America from the colonial period to the present. Though it will focus on print journalism, it will consider as well the revolutionary significance of electronic journalism. This course will trace the continuities and changes in the ways in which news is defined, gathered, produced, and critiqued in American life and politics; and it will investigate in detail the lives and times of some of America's more intriguing journalists, from Peter Zenger to William Lloyd Garrison; from Ida Tarbell and the "Muckrakers" to H.L. Mencken; from early radio to TV news to the World Wide Web. Prerequisite: COMM 101. **3 hrs.**

COMM 356 Sports: Communication & Culture
Sports: Communication & Culture: Sports communicate societal values and norms. This course will analyze the history of sports and its relationship to culture. Specific topics may include the functions of sports for the identities of individuals, groups, teams, and society, as well as the relationship between sports, media, and culture. Prerequisite: COMM 101. **3 hrs.**

COMM 357 Sports Promotion & Publicity
Sports: Promotion and Publicity: This course surveys the strategy, techniques and communication media employed by public relations, marketing and promotion professionals to the unique application of the sports industry. Students will learn how to analyze sports audiences, develop promotion strategies, plan sports publicity events and understand the role of sponsorship. Students will also examine sports-related corporate social responsibility and community relations initiatives in local, national and international settings. Prerequisite: COMM 101. **3 hrs.**

COMM 358 Interpersonal Relations in Sports
Interpersonal Relations in Sports: This course explores interpersonal relationships in various sport contexts. Students will examine the relationship of the coach with players and parents, youth/peer relationships in sports, team cohesion, motivational climate, personal perception and sport performance, the role of agents and agency and cultural influences on sport relationships. Students will investigate the dynamics and conflict in these relationships as well as practice skills to improve them. Students are advised to elect either COMM 322 (Interpersonal Communication) or this course, but not both. Prerequisite: COMM 101. **3 hrs.**

COMM 359 Sports: Ethics, Law, & Media
Sports: Ethics, Law, & Media: The relationship between media and sports is long and complex. From documenting the physical artistry of a range of human endeavors to the tension and release of competitive games and events, sport activities provide the kind of stories and spectacle that drives audiences to media. Sports: Ethics, Law, & Media may examine the legal and ethical dimensions of issues such as the decline of "Sportsmanship;" the comaparison of "amateurism" to "professionalism;" the history and consequences of Title IX and other gender and diversity issues; relationships between reporters and athletes; the parallels between the culture of sport and the culture of business; and the issues of aging. Prerequisite: COMM 101. **3 hrs.**

COMM 360 Topics in Communication
Topics in Communication: Intensive consideration of a single topic in communication. The topics for the course will vary from offering to offering and may range from considering the work of a single individual to a

study of a general movement. May be taken twice with different titles. *Repeatable for a total of 6 hrs.* **1-3 hrs.**

COMM 364 Media Law
Media Law: This course analyzes media policies and practices with respect to their political or practical generation, ethical enactment and social impact, including such topics as government regulation of the media, the influence of pressure groups, media influence, and libel and privacy laws. Prerequisite: COMM 101. **3 hrs.**

COMM 370 Advanced Digital Media Production
Advanced Digital Media Production: This course provides advanced communication students with the opportunity to study and produce digital media. Students will produce and maintain a blog that will include digital still images, digital audio files and digital video. Students will participate in group activities that will enhance the knowledge and skills necessary to produce web-based multimedia. This is a hands-on, labor-intensive course. The course requires that students have experience planning and producing digital media. COMM 210 is strongly recommended. Prerequisites: COMM 101, COMM 210. **3 hrs.**

COMM 401 Communication Seminar
Communication Seminar: The seminar course is a smaller, seminar setting in which students will investigate a specific communication topic or trend related to a current market trend, communication event, or other intensive discussion topic. Admission to each seminar course has a unique set of prerequisites based on the course material. Communication Seminar may be taken twice with different titles; repeatable for a total of 6 hours toward the major. Prerequisite: COMM 101. *Repeatable for a total of 6 hrs.* **3 hrs.**

COMM 465 International Experience
International Experience: During this course, students participate in a hands-on exploration of the communication environment of a country or countries in Europe, Asia, Africa, Latin America or North America, with particular attention to the effect of the communication culture on organizations. Course requirements include attendance at pre-trip seminars and completion of all course assignments after the conclusion of the travel experience. Prerequisite: COMM 101 **3 hrs.**

COMM 495 Communication Capstone
Communication Capstone: Taken in the semester in which students expect to graduate, students will engage in a culminating experience by preparing a project in their chosen programs of study under the supervision of a faculty member. The capstone is intended to showcase student work in the program up to this final semester. Prerequisites: COMM 101, COMM 250, COMM 320, Senior Standing. **3 hrs.**

GRADUATE COURSES

COMM 601 Communication Fluency
Communication Fluency: This introductory course exposes students to communication as a discipline and begins the process of improving each student's communication literacy. Communication literacy is the ability to access information, analyze and evaluate messages and texts, create content, reflect on social and ethical considerations, and engage in the community across all communication platforms with a variety of audiences (Hobbs, 2010). In this course, students gain an understanding of the paradigms of knowledge from a communication perspective as well as essential communication theory. The course demonstrates how to develop original inquiry into a communication topic. Students will identify and articulate a communication problem, strategy, or initiative to be analyzed and evaluated, aggregate and apply credible research, and compose and support arguments using a theoretical framework. In addition, students will begin to create and evaluate content on a digital platform related to a specific communication initiative and audience using an appropriate citation style. Students completing the course will walk away with skills to succeed in the program: how to locate credible research, analyze and evaluate a variety of texts, ask good questions, create content on digital platforms, and generally participate in the conversation within the communication discipline. **3 hrs.**

COMM 610 The Social Creation of Organizing
The Social Creation of Organizing: This course demonstrates the ways social interaction shapes and is shaped by organizing processes. Students will see how communication becomes the means by which we come to make sense of organizational life and develop strategies, structures, and practices for coordinating action and meeting goals. Students explore how contemporary organizations transform individuals participating in society by examining essential topics such as identity construction, motives, motivation, effectiveness, socialization, leadership, and career. Forms of analysis include organizational values, narratives, artifacts, messages, practices, and structures. **3 hrs.**

COMM 613 Constructing Messages & Audiences
Constructing Messages and Audiences: This course explores ways by which we construct and disseminate messages to a variety of audiences for a variety of purposes, including to lead, motivate, persuade, inform and advocate. Whether targeting consumers, employees, media professionals, investors, friends, family, or like-minded individuals, students will learn effective tools for creating messages that advance goals, and build and engage community. Students will explore how best to analyze audiences, craft messages, design information, choose among communication media, shape user experience, and evaluate success. The course gives special attention to how digital technology impacts effective

communication including how to best consume, filter, create, and critically analyze messages. Students also explore the implications of evolving communication channels on society, especially with regard to opportunities for conversation, engagement, advocacy, and experimentation. **3 hrs.**

COMM 616 Communicating Mindfully
Communicating Mindfully: This course examines communication ethics in individual, organizational, and societal contexts. Students will learn theoretical and practical applications of communicating mindfully in a society where interactions and messages are complex, shifting, and often mediated. The course increases understanding of how critical self-awareness and emotional intelligence contribute to communicating consciously and productively. Dialogue, narrative, reflection, and identification are explored as tools for ethical communication in a rapidly changing world. **3 hrs.**

COMM 624 Comm & Culture in a Network Society
Communication and Culture in a Networked Society: This course addresses how digital connectivity in a networked society has changed and transformed culture. In particular, this course critically investigates how networking (i.e. blogs, video blogs, podcasts, streaming, tweeting, etc.) affects traditional conceptions of knowledge and information creation, production, transmission, and censorship. In addition, this course focuses on how traditional conceptions of organizational boundaries and influence, civic engagement, and organizational participation are evolving amidst an information technology revolution. **3 hrs.**

COMM 629 Leadership, Empowrmt & Mgt of Meang
Leadership, Empowerment, and the Management of Meaning: This course surveys the essential relationship between leadership and communication. Examining leadership from a communication perspective, this course focuses on leadership as meaning management; namely how to create, frame, and communicate one's own "realities" to others. Moreover, this class examines leadership as encompassing symbolic acts of creation and interpretation by drawing on communication theories (i.e., social construction of reality and coordinated management of meaning) that illustrate the symbolic capacities, limitations, and ethics of meaning making. Finally, the course focuses on practicing the skills of meaning making as it pertains to creating, using, interpreting, and critically evaluating moments of leadership in "everyday" acts of communication. **3 hrs.**

COMM 634 Organizations, Technology and the Changing Nature of Work
Organizations, Technology and the Changing Nature of Work: This course explores how organizational technology necessitates a cultural reexamination of traditional definitions of "work," organizational boundaries, and employee-employer relationships. Specifically, this class addresses the relationship between technology and organizational communication from both macro and micro perspectives of analysis. From a macro perspective, this course investigates how organizational technologies shape employer and employee expectations and creates "new" ways of interpreting, acting, and responding to information and others. Finally, from a micro perspective, this course addresses particular workplace technologies, with special attention given to aesthetics, user-interface design, efficacy, and critical and ethical implications. **3 hrs.**

COMM 638 Strategic Comm for Global Audiences
Strategic Communication for Global Audiences: This course explores various strategic communication issues and challenges with a diverse, global audience. The increased global climate necessitates new thinking habits and strategies to best craft targeted, integrated messages to a particular audience, whether it be global, national, or local. This course investigates strategies for successful audience analysis, community development and dialogue, image and branding, innovation, marketing, public relations, and risk and crisis management for global and multinational audiences. **3 hrs.**

COMM 642 Interactive Media & Storytelling
Interactive Media and Storytelling: Even in the digital age, the stories we tell about ourselves and the stories that are told about us are narratively (re)constructed and evaluated. This class draws upon media theory (e.g., Marshall McLuhan) and narrative theory (e.g., Walter Fisher's narrative paradigm) as it pertains to creating, interpreting, and evaluating stories in the digital age. In particular, this course addresses the opportunities and challenges of creating stories for different media, the requisite skill sets needed for telling stories in different media, and an understanding of how audiences interpret and evaluate stories across different media platforms. **3 hrs.**

COMM 646 Engaging Community in Digital Age
Engaging Community in the Digital Age: Society today faces many unanticipated, unexplored problems and challenges, and communities can come together to develop innovative solutions for a better tomorrow. As part of the Knight School of Communication mission to enhance digital and media literacy in Charlotte, in this course, students work together or in small groups to develop a digital community engagement project that aims to foster community and produce a solution to a particular social, civic, fiscal, or environmental problem or issue. The group nature of the course allows students to also explore group and team

communication principles and practices, such as roles, norms, power, leadership, decision-making and problem-solving processes, and conflict. **3 hrs.**

COMM 650 Independent Study
Independent Study: A student collaborates with a supervising professor to develop a program of directed readings and a research project that allows him or her to independently explore a particular area of interest that is not specifically covered within the existing curriculum. This course requires approval of the supervising professor and director of graduate programs. **3 hrs.**

COMM 655 Mediated Self & Changing Relatnshp
The Mediated Self and Changing Relationships: This class investigates how specific digital and mediated platforms affect our understanding of essential interpersonal constructs such as relationship development and engagement, image management, the inevitable dialectical tensions of work-life balance, and the challenges and opportunities of creating private and public identities in a mediated landscape. In this class, students will study issues of identity by addressing how we compose our multiple and sometimes conflicting digital and media selves and how the presentation of our "work" self affects conceptions of our "private" self. This class seeks to address these essential questions by exploring the creation, development and negotiation of our multiple selves (i.e., identities) across a multitude of digital platforms. **3 hrs.**

COMM 658 Creativity and Networks
Creativity and Networks: This course explores both traditional and cutting-edge approaches to innovation. Creativity, collaboration, and design are still essential, yet contemporary organizations are realizing the potential of new ways of thinking, such as right-brain approaches to organizing and open innovation using digital and mediated tools. By building an authentic, collaborative relationship among a community, organizations can tap into the creative potential of the crowd and harness the distributed knowledge of many. This course investigates how shifting communication practices have shaped knowledge, networks, and innovation. The course also explores how creativity and innovation can be fostered through curiosity, play, passion, connection, dialogue, experience, storytelling, and failure. **3 hrs.**

COMM 662 Mediated Constrtn of Life Cycle
Mediated Constructions of the Life Cycle: The goal of this course is to help students become better critical "readers" (i.e., consumers) of mediated texts by employing a variety of techniques of critical and cultural analysis. Much of what we know and understand about our world is symbolically re-presented in mediated texts. This class explores mediated constructions of critical life experiences (e.g., work-related milestones such as hiring, promotion, unemployment, and retirement, health diagnoses, birth, dying and death, relationship milestones) to highlight how and in what ways these mediated life experiences shape our conception of what is good, bad, desirable, and undesirable. **3 hrs.**

COMM 664 Organizational Identity & Brand
Organizational Identity and Brand: This course explores the ways organizations today craft and communicate an authentic brand identity. As the marketplace has changed, organizations have had to find ways to differentiate and gain the competitive edge. Connecting with stakeholders through a clear and consistent identity that aligns with organizational values and mission can increase profits as well as customer and employee loyalty. This course highlights the most effective ways to craft brand identity through authentic, strategic messages and visual presentation disseminated through both traditional and mediated platforms. The course also investigates how social networks have changed and challenged efforts to craft organizational identity and brand, as well as the ways employees' personal identities are ultimately interdependent with organizational identity. **3 hrs.**

COMM 665 International Experience
International Experience: During this course, students participate in a hands-on exploration of the communication environment of a country or countries in Europe, Asia, Africa, Latin America, or North America, with particular attention to the effect of the communication culture on organizations. The course requires attendance at pre-trip seminars and completion of all course assignments after the conclusion of the travel experience. **3 hrs.**

COMM 668 Special Topics in Communication
Special Topics in Communication: This course intensively considers a single topic related to communication. Topics and prerequisites vary depending on the topic and instructor. Repeatable as needed. **3 hrs.**

COMM 670 Directed Topics in Comm
Directed Topics in Communication: Topics vary each term. Check the term schedule for specific topic descriptions. *Repeatable for a total of 6 hrs.* **3 hrs.**

COMM 674 Social Entrepreneurship
Social Entrepreneurship: This course explores social entrepreneurship as a new model of corporate and civic social responsibility. While the corporation-society relationship has been debated for more than a century—with some arguing that asking organizations to be socially responsive is against capitalist notions of free enterprise—most today realize the organizational and societal benefits to a business model that aims to benefit the triple bottom line—profit, people, and planet. This course investigates how entrepreneurial business principles, such as new ventures, risk, initiative, team building, and social networking can be leveraged to achieve social and environmental change while still creating financial gain. Programs such as

micro or peer-to-peer lending and philosophies such as "paying it forward" and leveraging the social capital of the Internet are considered as viable means to evoke change. **3 hrs.**

COMM 675 Capstone Seminar in Comm
Capstone Seminar in Communication: This course is the final course for students admitted prior to the 2012-2013 academic catalog. It requires students to integrate the major theories and principles from all of their courses so that the graduating student creates a defining perspective of the entire program of study. The course requires students to prepare and present a written comprehensive exam and an integrative project. Prerequisites: All other core courses from their catalog of entry (12 hours) and an additional 21 hours of course work. **3 hrs.**

COMM 676 V. Rhetoric & Influence Aesthetic
Visual Rhetoric and the Influence of Aesthetics: This course explores the ways visual aesthetics shape the consumption of messages and the interaction experience. With the variety of platforms available for disseminating messages today, it is vital to explore the role visual design plays in user/consumer experience and the ways information is processed and meaning is created and shared. The course investigates the ways visual attributes such as composition, color, images, information design, video, and user generated content influence the subjective consumption of messaging, including attention, feelings, and behaviors. Whether it be website design, graphic design, signs, art, cultural objects, or architecture, the course explores how best to create a positive interaction experience between the message creator and consumer. **3 hrs.**

COMM 680 Expanding Communication Boundaries
Expanding Communication Boundaries: This course kicks off a year-long process during which students reflect and integrate program learning into an articulated specialty area. First, students will reflect on the knowledge and skills gained from the program by creating a digital portfolio that showcases course projects and articulates key learning and personal and professional goals. Then, in a comprehensive exam, students will demonstrate competency and confidence in composing specific arguments related to a communication topic that solves a specific problem or meets a specific need. Finally, students will begin to integrate learning with personal interests and passions by creating a proposal for an original communication inquiry project that expands existing communication boundaries. The project will be completed in COMM 681. COMM 680 must be taken in the Fall Term immediately prior to COMM 681 in the Spring term of graduation. **3 hrs.**

COMM 681 Launching Passion into Practice
Launching Passion into Practice: In this course, students complete the communication inquiry project proposed and approved in COMM 680. Students will continue to harness their curiosity, program learning, and passion to create an original project related to a specific communication topic. Students will aggregate theoretical, research, and digital and media literacies with new ways of thinking to develop an innovative project that showcases their mastery of a particular area of communication. Prerequisite: COMM 680. **3 hrs.**

CORE PROGRAM IN THE LIBERAL ARTS

CORE 112 Noble Lives
Noble Lives: Today's students live in a diverse and multicultural world that makes it increasingly challenging to understand what it means to be a noble person. This course explores the lives of several noble persons and the cultures and experiences that shaped them. CORE 112's Defining Questions: What does it mean to live a noble life? What can pre-modern traditions teach us about nobility today? What can "nobility" mean in an increasingly democratic, twenty-first century world? How do noble people inspire us to act? **4 hrs.**

CORE 122 Modern Citizenship
Modern Citizenship: Building on examples of noble lives from the first semester, this course will explore what it means to apply those lessons in the American context. In particular, students will experience what it means to be an active and responsible citizen in the modern world. CORE 122's Defining Questions: What are the rights and responsibilities of American citizenship? How have the definition and cultural meaning of citizenship changed over time? How have the economic, technological and globalizing transitions of the modern era challenged the practice of citizenship? How can we sustain and remain active American citizens in a rapidly changing and expanding society? **3 hrs.**

CORE 222 Global Citizenship
Global Citizenship: During the sophomore year, students will explore what it means to be a noble person who is actively engaged in the world. In particular, students will investigate the political, economic, and social issues shaping other nations and the world. Using this new perspective, students will then seek to understand the responsibilities that accompany citizenship in an increasingly interdependent world. CORE 222's Defining Questions: How can Americans better understand other cultures? What does it mean to be a global citizen? How does a region or nation's place in the world impact its global rights and responsibilities? What are some of the most pressing problems in the world and why do they exist? How might a global citizen approach resolving some of these problems? **3 hrs.**

CORE 412 Applying Ethics
Applying Ethics: This case-based course refines and applies the powers of critical thinking and ethical judgment developed in earlier CORE Program courses. It begins with an examination of ethical theories and

then applies them to a variety of issues. CORE 412's Defining Questions: What ought I to do in this or that situation? What kind of person do I want to be? What do I regard as the best possible life? What do I regard as a good or just community? **3 hrs.**

DANCE

DANC 200 Introduction to Dance
Introduction to Dance: Surveying different genres, this course will provide an introduction to the creative and analytical components of dance. Through lectures, readings, discussions, viewing and critical writing, students will cultivate an understanding of the way this art form contributes to social, cultural and historical movements. Satisfies the Cultural Arts distribution requirement. **3 hrs.**

DANC 300 Dance Techniques
Dance Techniques: This class will offer an in-depth exploration of the principles and technique of an individual dance form. Studio practice will be supported by readings and written work. Prerequisite: PHED 131 or PHED 136 or permission of instructor. **3 hrs.**

DANC 350 Dance Repertory
Dance Repertory: This class explores the aesthetic and interpretive issues that arise in preparing and presenting dance performance. Student dancers will work with faculty choreographers in the creation or reconstruction of a performance piece for public sharing. Prerequisite: DANC 300 or permission of instructor. **3 hrs.**

DANC 360 Dance Composition
Dance Composition: This studio-based class introduces the principle and techniques of dance choreography. Class will explore fundamental concepts related to movement generation, structuring, and performance. Assignments encourage kinesthetic awareness and personal expression. Prerequisite: DANC 300 Dance Technique or permission of the instructor. **3 hrs.**

DRAMA

DRAM 200 Introduction to Dramatic Studies
Introduction to Dramatic Studies: An introduction to dramatic literature (play analysis, genre, style) and theater (architecture, history, design and production), this course addresses the differences between drama and theater, provides an overview of their origins and development, and explores how plays get from page to stage. This course fulfills the University writing-intensive requirement. **3 hrs.**

DRAM 215 Stagecraft Practicum
Stagecraft Practicum: An introduction to basic skills in technical theater, including shop safety, use of power tools, scenic construction, scene painting, props construction, and lighting techniques. Students participate in theatrical productions with an emphasis on technical elements. Students in this course are required to fulfill duties outside of class meeting hours. (Course fee required.) **1-3 hrs.**

DRAM 221 Lighting and Sound Practicum
Lighting and Sound Practicum: Participation in theatrical production, with emphasis on lighting and sound. Prerequisite: DRAM 215 and permission of the department. **1-3 hrs.**

DRAM 230 Costuming and Makeup Practicum
Costuming and Makeup Practicum: Participation in theatrical production, with emphasis on costuming and makeup. Prerequisite: DRAM 215 and permission of the department. **1-3 hrs.**

DRAM 231 Film History & Criticism
Film History and Criticism: Introduction and historical analysis of the development of cinema from the silent era to the contemporary avant garde. The course surveys technological developments, the evolution of popular genres and the achievements of significant directors and their landmark films. Students may elect this course as COMM 231. **3 hrs.**

DRAM 233 Television History & Criticism
Television History and Criticism: A survey of television history, including broadcast milestones, the entertainment and educational potential and the imprint on American society. Students will examine American mass culture through the window of television programming, explore the economic dimensions of the medium, and investigate new technologies. Students may elect this course as COMM 233. **3 hrs.**

DRAM 240 Scenic Arts Practicum
Scenic Arts Practicum: Participation in theatrical production, with emphasis on set construction and scene painting. Prerequisite: DRAM 215 and permission of the department. **1-3 hrs.**

DRAM 245 Stage Management Practicum
Stage Management Practicum: Participation in theatrical production, with emphasis on stage management. Prerequisite: DRAM 215 and permission of the department. **1-3 hrs.**

DRAM 250 Beginning Acting
Beginning Acting: Introduction to basic principles of acting theory and accompanying illustrative exercises: relaxation, observation, concentration, imagination, alignment, improvisation, etc. **3 hrs.**

DRAM 253 Directing for the Theater
Directing for the Theater: Introduction to the basic principles of theatrical production and play analysis from the viewpoint of the director, theoretical exploration of the director's tasks and practical application of such theories and considerations in related exercises and script study. Prerequisites: DRAM 215 and 250. **3 hrs.**

DRAM 303 World Drama: Ancient to Renaissance
World Drama: Ancient to Renaissance: Survey of dramatic literature from ancient Greece to the Renaissance, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the periods. Students may elect this course as ENGL 303. Prerequisites: DRAM 200 or ENGL 205 or permission of the department. **3 hrs.**

DRAM 304 World Drama: Renaissance to Modern
World Drama: Renaissance to Modern: Survey of dramatic literature from the Renaissance to the modern era, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the period. Students may elect this course as ENGL 304. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. **3 hrs.**

DRAM 318 Acting Practicum
Acting Practicum: Admission by audition. Those students who are cast in a Queens University of Charlotte theater production will be (or may be) registered for this course. Credit through this course is valuable for all students cast in a production, regardless of major. Students cast in productions are not compelled to receive academic credit. **1-3 hrs.**

DRAM 321 Lighting and Sound Design
Lighting and Sound Design: An exploration of lighting and sound design techniques for the stage. Topics include basic electricity, light and sound plots, instrumentation, computer control, color theory, and acoustics, culminating in practical experience and design projects. Prerequisite: DRAM 215. **3 hrs.**

DRAM 322 Advanced Lighting and Sound
Advanced Lighting and Sound: Significant participation in the design and execution of lighting and sound for a theatrical production. Prerequisite: DRAM 320 and permission of the department. **1-3 hrs.**

DRAM 330 Costuming and Makeup Design
Costuming and Makeup Design: An exploration of the process required for designing costumes and make-up, including background and period research, design and execution, and techniques for application to theatrical production. Prerequisite: DRAM 215. **3 hrs.**

DRAM 332 Advanced Costuming & Makeup
Advanced Costuming and Makeup: Significant participation in the design and execution of costuming and makeup for a theatrical production. Prerequisite: DRAM 330 and permission of the department. **1-3 hrs.**

DRAM 336 Tragedy
Tragedy: An examination of the nature of tragedy with attention to plot, protagonist, philosophic content and effect upon audience. Students may elect this course as ENGL 336. Prerequisite: DRAM 200 or ENGL 205 or permsission of the department. **3 hrs.**

DRAM 337 Comedy
Comedy: An examination of the nature of comedy with attention to plot, character and the manipulation of language and traditional "lazzi." Students may elect this course as ENGL 337. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. **3 hrs.**

DRAM 340 Scenic Design
Scenic Design: An exploration of the craft and process of design for the stage, including script analysis, historical research, sketch concepts, drafting, floor plans, renderings, and scale model construction. Prerequisite: DRAM 215. **3 hrs.**

DRAM 342 Advanced Scenic Arts
Advanced Scenic Arts: Significant participation in the design and execution of set for a theatrical production. Prerequisite: DRAM 340 and permission of the department. **1-3 hrs.**

DRAM 345 Advanced Stage Management
Advanced Stage Management: Significant participation in the planning and implementation of stage management for a theatrical production. Prerequisite: DRAM 245 and permission of the department. **1-3 hrs.**

DRAM 350 Advanced Acting
Advanced Acting: Continued study of acting through text, topic, and/or productions and practical application of acting theory and technique by way of participation in rehearsal, development, and workshop presentation of scenes and/or monologues. Prerequisite: DRAM 250. This course may be repeated for credit up to six hours. *Repeatable for a total of 6 hrs.* **3 hrs.**

DRAM 351 Acting for the Camera
Acting for the Camera: An exploration of the fundamental principles of television and film as they differ from live stage productions. Among the areas addressed are fundamentals of acting, auditioning, cold reading, vocabulary, and scripting. Studio work is required. (Course fee required.) Prerequisite: DRAM 250. **3 hrs.**

DRAM 353 Adv Directing for the Theater
Advanced Directing for the Theater: Continued study of theatrical production from the director's point of view with further and advanced application of the subject in the directing of scene-work in workshop setting. Prerequisites: DRAM 250, DRAM 253. **3 hrs.**

DRAM 355 Topics in Dramatic Literature
Topics in Dramatic Literature: Intensive consideration of a single problem in dramatic literature. The topic for this course will vary and may range from a consideration of the work of a major playwright to a study of a single genre, period or intellectual movement. May be repeated with different subtitles.

Prerequisites: Junior or senior standing; DRAM 200. *Repeatable for a total of 6 hrs.* **3 hrs.**

DRAM 356 Topics in Experiential Theater
Topics in Experiential Theater: Focused consideration of an aspect of theatrical technique. The topic for this course may vary from term to term and may range from the intricacies of dialect and vocal production to specialized movement and acting styles or the development of specialized design and production techniques. Prerequisites: DRAM 200 and 215 or permission of the department. May be repeated under different topics. *Repeatable for a total of 6 hrs.* **3 hrs.**

DRAM 360 Stage Combat
Stage Combat: An experiential course in the techniques and practices of stage combat, including unarmed, single sword, and rapier/dagger techniques. The course offers students an opportunity to certify as Basic Actor Combatants with the Academy of Dramatic Combat. Prerequisite: DRAM 200 and DRAM 250 or permission of the department. (Course fee required.) **3 hrs.**

DRAM 450 Directed Studies
Directed Studies: Independent investigation of an area in dramatic literature or theater. Open to junior and senior majors with a 3.000 grade point average in Drama. Prerequisite: permission of the department. **2-6 hrs.**

DRAM 451 Senior Project
Senior Project: Independent study/project for the senior drama major. The student will choose an area of particular interest (design, acting, directing, playwriting, dramatic literature, etc.) within the field of drama/theater and complete a project/research paper in that area. This course is a culmination of work done throughout the student's academic career.
Prerequisite: permission of the department.
Repeatable for a total of 6 hrs. **3-6 hrs.**

ECONOMICS

ECON 203 Macroeconomics
Macroeconomics: This is an introductory survey of aggregate economic principles; the scope and method of economics; business organizations; money and prices; national income theory; economic stabilization policies and international trade. **3 hrs.**

ECON 204 Microeconomics
Microeconomics: This is a survey of economic principles, dealing with specific components of the economy and their application to economic problems; basic demand and supply theory; the theory of production and income distribution; agriculture, government regulation and labor organizations. **3 hrs.**

ECON 300 Topics in Economics
Topics in Economics: This course is designed to investigate and evaluate current topics or specialized areas of economics. Course topics are announced the term preceding the offering. May be repeated with different topics. Prerequisite: Designated for each topic offered. *Repeatable for a total of 6 hrs.* **3 hrs.**

ECON 351 Money and Banking
Money and Banking: This is a study of the fundamental principles and practices of the money and credit systems of the United States; financial institutions, commercial banking, the Federal Reserve System, monetary theories and policy.Prerequisites: ECON 203 and 204, BUSN 207 and 208. **3 hrs.**

ECON 355 American Capitalism
American Capitalism: This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s until today. While this course focuses on American capitalism as an economic and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. May be taken as BUSN 355. **3 hrs.**

ECON 454 International Trade
International Trade: This course presents and applies the main economic theories of why and what nations trade to understand the benefits and costs of international trade and the impact of commercial policies that restrict or promote trade. May be taken as BUSN 454. Prerequisites: ECON 203 and 204. **3 hrs.**

ECON 458 International Economics
International Economics: This course extends microeconomic and macroeconomic theories to address fundamental questions regarding the nature and impact of international exchange. Topics include in-depth treatment of theories of international trade and trade policy in perfect and imperfectly competitive markets, economic integration, balance of payments and currency markets, and the conduct and efficacy of monetary and fiscal policies in an open economy. Prerequisites: ECON 203, ECON 204, BUSN 420 and junior or senior class standing. This course is also cross listed as BUSN 458. **3 hrs.**

EDUCATION

EDUC 201 Diversity in Schools
Diversity in Schools: In this course we will investigate both the similarities and differences within the following areas: cultures, race, gender, ethnicity, sexual preference, classism, religion, and exceptionalities. This will be accomplished through self-exploration and various activities. These topics will be discussed in terms of our educational system. Our focus will be to examine various methods for teaching diversity within a K-6 curriculum. **3 hrs.**

EDUC 222 Fndn American Educ Secondary
Foundations of American Education-Secondary Students/Foreign Language K-12: Educational theory and practice in the United States will be studied in the context of historical, philosophical and sociological foundations. Topics addressed in this context will include historical influence in contemporary education; major philosophical theories and their influence in school practice; the relationship between school and society, including current sociological issues; and the governance, financing and legal aspects of teaching and learning research. Prerequisite for other methods and materials courses. A field experience is required. **3 hrs.**

EDUC 224 Foundations/Curriculum Elem Educ
Foundations and Curriculum in Elementary Education: In this course students explore the K-6 curriculum with emphasis on Common Core State Standards and NC Essential Standards to explore lesson planning, curriculum integration, instructional practice, differentiation of instruction for unique learners, classroom climate, and the use of internet for resources. Educational theory and practice in the United States will also be studied in the context of historical, philosophical and sociological foundations. Topics addressed in this context will include historical influence in contemporary education; major philosophical theories and their influence in school practice; and the relationship between school and society. This course fulfills the writing-intensive course requirement. Prerequisite for other methods and materials courses. A field experience is required. **3 hrs.**

EDUC 260 Teaching Children with Special Need
Teaching Children with Special Needs in Elementary Schools: This course is designed to prepare candidates to effectively work with and teach students with special needs. Emphasis will be placed on specific methodologies that relate to the theory and practice of teaching students with special needs. Emphasis will also be placed on helping candidates learn to consider learning environments, cultural, and socioeconomic factors in addition to student abilities when selecting effective teaching strategies for learners with special needs. If you are taking this course as EDUC 537 the field experience and course assignments will be completed through the lens of a music therapist. A field experience is required. **3 hrs.**

EDUC 270 Educational Technology
Educational Technology: Students will gain an understanding of the basic concepts of hardware and software and the uses of computers in instructional programs by identifying, evaluating and selecting effective course ware, identifying and/or developing teaching strategies necessary to integrate course ware into the ongoing instructional program and using the computer for Computer Assisted Instruction and Computer Managed Instruction. This course fulfills the writing-intensive course requirement. **3 hrs.**

EDUC 299 Exploratory Internship in Education
Exploratory Internship in Education: This internship is to provide students with the opportunity to explore career options though on-side experiences in educational settings. This internship does not count toward the major. Instructor permission required. *Repeatable for a total of 6 hrs.* **1-3 hrs.**

EDUC 300 Teaching Fellows Course
Teaching Fellows Course: This course is designed to expose students identified as Teaching Fellows to the Charlotte-Mecklenburg School system. Students will participate in hands-on applications of education principles and community leadership. The course is designed to focus on the philosophies of teaching in North Carolina public schools, curriculum and instruction, and the developmental needs of K-12 students. *Repeatable for a total of 24 hrs.* **3 hrs.**

EDUC 304 Classroom Management & Conflict Res
Classroom Management and Conflict Resolution: This course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. A field experience is required. **3 hrs.**

EDUC 305 Literature for Children
Literature for Children: Book selection and the integration of knowledge of children and books; includes evaluating types of literature and planning ways of using books with children. A field experience is required. **3 hrs.**

EDUC 310 Educational Psychology
Educational Psychology: Study of those principles and theories of psychology that have direct application to the classroom. Emphasis will be placed on development, learning, motivation, classroom management and assessment. **3 hrs.**

EDUC 314 Cultural Arts/Movmt Elem Education
Cultural Arts and Movement in Elementary Education: This course teaches students how to integrate arts and movement into the classroom. Students will learn how to effectively integrate visual arts, theater arts, music, dance and PE across all content areas. This course will help students see the importance of teaching children through interdisciplinary instruction. **3 hrs.**

EDUC 316 K-6 Math for Elementary Teachers
K-6 Math for Elementary Teachers: For prospective elementary school teachers; the purpose of this course is to prepare students to be competent in the major concepts and skills related to Common Core State Standards. Topics include fundamental operations in whole numbers, fractions, decimals, integers, percents, ratios, proportions, descriptive statistics, probability, measurement and geometry. **3 hrs.**

EDUC 335 Critical Issues in Education
Critical Issues in Education and School Communities: This course will discuss the origin, development, and current status of elementary school curriculum and evaluate the trends and issues likely to influence the curriculum in schools. This course will also explore social, historical, political and philosophical issues that impact K-12 education nationally and internationally. Special emphasis will be placed on addressing diversity and equality issues, leadership, parental involvement, community service, and ethical advocacy. A field experience is required. **3 hrs.**

EDUC 345 Content Area Reading
Content Area Reading: The importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials, both functional and recreational; classroom strategies for facilitating reading comprehension; and vocabulary-building methodologies. Required for secondary teacher certification in all areas. A field experience is required. **3 hrs.**

EDUC 352 Topics in Education
Topics in Education: Intensive consideration of a problem in education that is not offered on a regular basis in the curriculum. The topics for the course will vary from term to term. Prerequisite: Sophomore status or above. **3 hrs.**

EDUC 401 Teaching Reading & Other Lang Arts
Teaching Reading and Other Language Arts: Curriculum and teaching strategies in the language arts with emphasis on the inter-relatedness of all language processes including reading, writing, listening, speaking, viewing, and visually representing. Includes an overview of basic reading skills and methods for teaching reading and the writing process. Integration of the language arts in all curricular areas is studied. A field experience is required. **3 hrs.**

EDUC 402 Diagnosis & Correction of Reading
Diagnosis and Correction of Reading Difficulties: Teaches students how to identify, interpret, and prescribe strategies to meet the needs of those experiencing difficulty in reading. Formal and informal diagnostic measures are studied. A school experience of working with students who have reading difficulties is required. Prerequisite: EDUC 401. **3 hrs.**

EDUC 411 Social Studies Methods & Materials
Social Studies Methods and Materials in Elementary Schools: Examines methods, current trends and content of effective social studies teaching with emphasis on relationships among social science discipline areas in a multicultural society. Emphasis will be placed on developing thinking and problem solving skills as well as the relationship of social studies to other areas of elementary school curriculum. A field experience is required. **3 hrs.**

EDUC 421 Math/Sci Methods Elem Educ I
Math/Science Methods in Elementary Education Part I: This course examines basic methodologies for teaching in the elementary school and applies these to the subject areas of math and science. Topics include unit and lesson planning, assessment techniques, problem solving, the use of technology and curriculum integration. Common Core State Standards for Math and NC Essential Standards for Science will be used throughout this course. A field experience is required. **3 hrs.**

EDUC 422 Math/Sci Methods Elem Educ II
Math/Science Methods in Elementary Education Part II: This course continues the work begun in EDUC 421 offering advanced methodologies for teaching math and science in elementary schools. Advanced topics include inquiry learning, specialized lesson planning for both math and science, integration of subject matter with real world topics, cooperative learning, problem solving, higher order thinking skills and teaching ideas specific to the specialized areas within math and science. Common Core State Standards for Math and NC Essential Standards for Science continue to be used throughout this course. A field experience is required. **3 hrs.**

EDUC 435 Word Study
Word Study: Examines spelling instruction that relies on an understanding of English orthography and way in which children develop as spellers. Analyzes the role of spelling in literacy development; identifies the characteristics of how children read, write and spell in the stages of literacy development. **3 hrs.**

EDUC 436 Secondary Methods & Materials
Secondary Methods and Materials: Study of teaching methods, resources, materials and strategies as related to general secondary school teaching and specific content area teaching. Prerequisite to student teaching; normally to be taken in senior year. A field experience is required. **3 hrs.**

EDUC 444 Foreign Language Methods/Materials
Foreign Language Methods and Materials: Study of teaching methods, resources, materials and strategies as related to foreign language K-12 school teaching and specific content area teaching. Prerequisite to student teaching; normally to be taken in the senior year. A field experience is required. **3 hrs.**

EDUC 449 Practicum Student Teaching
Practicum Student Teaching: Course is designed for those students with extensive experience or certification in teaching in one area who now desire certification in area of experience or second area certification. Will include directed observation and student teaching in selected schools. Student Teaching Fee Applies. Prerequisite: Permission of the Instructor. *Pass/Fail.* **3-6 hrs.**

EDUC 450 Individual Studies in Education
Individual Studies in Education: Programs of study for experienced classroom teachers, following their interests and needs, are planed with the help of the instructor. Persons intersted in enrolling in Education 450 must confer with the instructor in person or by letter prior to the beginning of the course so that individual study plans may be formulated. Prerequisite: Classroom teaching experience and permission of the instructor. **1-3 hrs.**

EDUC 451 Postprac Elementary Education
Postpracticum Elementary Education: This seminar course, which follows student teaching and is part of the professional block, is designed to provide the final integration of the theoretical and practical aspects of the education profession. Through seminar topics and individual study, students will assess and strengthen the understandings and competencies required of teachers in elementary education. *Pass/Fail.* **2 hrs.**

EDUC 470 Introduction to Gifted Education
Introduction to Gifted Education: An introduction to the education of gifted students, emphasizing historical foundations of gifted education; definitions; federal, state, and local laws and guidelines; characteristics; theories of intelligence; methods of identification; current problems, trends, and issues in gifted education. **3 hrs.**

EDUC 471 Social/Emotional Needs of Gifted
Social and Emotional Needs of Gifted Children: This course will focus on the theoretical and practical knowledge needed to support the social and emotional needs of gifted children. Special attention will be paid to current research on affective characteristics, personality traits, recognizing the signs of stress and distress and will explore ways to deal with perfectionism. **3 hrs.**

EDUC 472 Gifted Curriculum & Instruction
Developing Curriculum and Differentiating Instruction for the Gifted: This course focuses on interdisciplinary approaches to instruction and integrative methods for designing learning experiences for gifted learners. Emphasis is placed on ways to use assessment data to extend basic differentiation of curriculum elements (i.e., content, process, product, and learning environment.) **3 hrs.**

EDUC 473 Models of Gifted Education
Methods and Models of Gifted Education: This course focuses on methods and models of instruction for high-ability learners. Special emphasis is placed on effective instructional methods for gifted students, including problem-based learning, project-based learning, independent/self-directed learning, Socratic seminar, critical thinking, and creative problem solving. **3 hrs.**

EDUC 498A Supervised Internship - Elementary
Supervised Internship-Elementary: This practicum includes direct observation of the lateral entry teacher, assessment of classroom competencies required for NC "A" level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. Prerequisites: All licensure requirements must be completed before the end of this semester. **3 hrs.**

EDUC 498C Supervised Internship Secondary
Supervised Internship Secondary: This practicum includes direct observation of the lateral entry teacher, assessment of classroom competencies required for NC "A" level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. Prerequisites: All licensure requirements must be completed before the end of this semester. **3 hrs.**

EDUC 498D Supervised Internship - Foreign Lan
Supervised Internship - Foreign Language: This practicum includes direct observation of the lateral entry teacher, assessment of classroom competencies required for NC "A" level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. Prerequisites: All licensure requirements must be completed before the end of this semester. **3 hrs.**

EDUC 498G Supervised Internship
Supervised Internship: This practicum includes direct observation of the lateral entry teacher, assessment of classroom competencies required for NC "A" level licensure, and collaborative support with assigned mentors and school administrators. Required seminars are scheduled through the semester. Prerequisites: All licensure requirements must be completed before the end of this semester. **3 hrs.**

EDUC 499A Prof Internship - Elementary
Professional Internship - Elementary: Directed observation and student teaching in selected schools, grades K-6; seminars are scheduled throughout this period. Student Teaching Fee Applies. **12 hrs.**

EDUC 499C Prof Internship - Secondary
Professional Internship - Secondary: Directed observation and student teaching in selected schools, grades 9-12. Seminars are scheduled throughout this period. Student Teaching Fee Applies. **12 hrs.**

EDUC 499D Prof Internship - Foreign Language
Professional Internship: Foreign Language: Directed observation and student teaching in selected schools, grades K-12. Seminars are scheduled throughout this period. Student Teaching Fee Applies. **12 hrs.**

EDUC 499G Professional Internship
Professional Internship: This course is the culminating experience for Phase I of the MAT program. Students

will spend 14 weeks as interns in two supervised, assigned placements in the Charlotte-Mecklenburg School system. Through this internship, students will integrate the theoretical and clinical dimensions of Phase I coursework through direct classroom experience. Reflective Journal, Case Studies, Final Course in Phase I. Student Teaching Fee applies. **12 hrs.**

GRADUATE COURSES

EDUC 503 Educational Research & Evaluation
Educational Research and Evaluation: The purpose of this course is to teach students how to investigate and analyze various educational research findings. Students will then apply this new knowledge by synthesizing their findings and creating a research proposal within a real world setting. Students will be required to critically analyze research designs, explore and assess various research methods, comprehend basic statistical procedures, and interpret the data of current educational research findings. Additional topics include reflective examination of current school learning and teaching practices; assessment strategies in contemporary classrooms; identifying support for research in elementary school settings; and examining content pedagogy. Research, Reflective Writing, Case Studies. **3 hrs.**

EDUC 504 Classroom Mgt & Conflict Resolution
Classroom Management and Conflict Resolution: This course offers practical strategies relating to assessment, classroom management, and instructional technologies. Specific emphasis will be placed on empirically validated practices and conflict resolution methods. A field experience is required. **3 hrs.**

EDUC 510 Educational Psychology
Educational Psychology: Study of those principles and theories of psychology that have direct application to the classroom. Emphasis will be on development, learning, motivation, classroom management, and assessment. **3 hrs.**

EDUC 514 Educational Technology
Educational Technology: This course provides instruction in advanced competency skills and the infusion of technology in the curriculum. The focus of the course is on the use of technology to support learning and assessment strategies for diverse populations, ethical and legal issues, electronic communication, the Internet as a research tool, evaluation of software and web sites, and the use of technology to increase teacher's productivity. Strategies of NC End of Grade Tests. A field experience is required. **3 hrs.**

EDUC 516 Math/Sci Methods Elem Educ I
Math/Science Methods in Elementary Education Part I: This course examines basic methodologies for teaching in the elementary school and applies these to the subject areas of math and science. Topics include unit and lesson planning, assessment techniques, problem solving, the use of technology and curriculum integration. Common Core State Standards for Math and NC Essential Standards for Science will be used throughout the course. A field experience is required. **3 hrs.**

EDUC 517 Math/Sci Methods Elem Educ II
Math/Science Methods in Elementary Education Part II: This course continues the work begun in EDUC 516 offering advanced methodologies for teaching math and science in elementary schools. Advanced topics include inquiry learning, specialized lesson planning for both math and science, integration of subject matter with real world topics, cooperative learning, problem solving, higher order thinking skills and teaching ideas specific to the specialized areas within math and science. Common Core State Standards for Math and NC Essential Standards for Science continue to be used throughout the course. A field experience is required. **3 hrs.**

EDUC 518 Foundations/Curriculum in Elem Educ
Foundations and Curriculum in Elementary Education: In this course students explore the K-6 curriculum with emphasis on the NC Course of Study, planning lessons, curriculum integration, instructional practice, differentiation of instruction for unique learner needs, classroom climate, and the use of the INTERNET for resources. Educational theory and practice in the United States will also be studied in the context of historical, philosophical and sociological foundations. Topics addressed in this context will include historical influence in contemporary education; major philosophical theories and their influence in school practice; the relationship between school and society. A field experience is required. **3 hrs.**

EDUC 524 Diagnosis & Correction of Reading
Diagnosis and Correction of Reading Difficulties: Teaches students how to identify, interpret, and prescribe strategies to meet the needs of those experiencing difficulty in reading. Formal and informal diagnostic measures are studied. A school experience of working with students who have reading difficulties is required. Prerequisite: EDUC 401. **3 hrs.**

EDUC 525 Diversity in Schools
Diversity in Schools: In this course we will investigate both the similarities and differences within the folliwng areas: culture, race, gender, ethnicity, sexual preference, classism, religion, and exceptionalities. This will be accomplished though self-exploration and various activities. These topics will be discussed in terms fo our educational system. Our focus will be to examine various methods for teaching diversity within a K-6 curriculum. **3 hrs.**

EDUC 527 Teaching Reading & Other Language A
Teaching Reading and Other Language Arts: An in-depth study of literacy development focusing on social, cognitive, and linguistic foundations. Critical reading of professional literature to extend knowledge base and assist student in developing a philosophy of reading instruction emphasizing the reading process, the challenges of the diverse classroom, and the integration and interrelationship of all the language arts. Demonstration of various instructional approaches and strategies to promote a print-rich environment and to teach children to effectively use syntactic, semantic, grapho-phonic, and pragmatic cueing systems and comprehension of story. Competency in planning learning experiences that incorporate the communication processes in all curricular areas. Common Core State Standards will be used as basis for K-6 lesson development. A field experience is required. **3 hrs.**

EDUC 537 Teaching Children with Specal Needs
Teaching Children with Special Needs in Elementary Schools: This course is designed to prepare candidates to effectively work with and teach students with special needs. Emphasis will be placed on specific methodologies that relate to the theory and practice of teaching students with special needs. Emphasis will also be placed on helping candidates learn to consider learning environments, cultural, and socioeconomic factors in addition to student abilities when selecting effective teaching strategies for learners with special needs. If you are taking this course as EDUC 537 the field experience and course assignments will be completed through the lens of a music therapist. A field experience is required. **3 hrs.**

EDUC 540 Social Studies Methods & Materials
Social Studies Methods and Materials in Elementary Schools: Studies across the curriculum. Reflective writing, valuing a multicultural environment, National standards and Common Core State Standards will guide student learning. Cooperative learning, group process, and inquiry models will be used in planning lessons. Multi-faceted assessment techniques will be practiced. A field experience is required. **3 hrs.**

EDUC 546 Secondary Methods & Materials
Secondary Methods and Materials: Study of teaching methods, resources, materials and strategies as related to general secondary school teaching and specific content area teaching. Prerequisite to student teaching. A field experience is required. **3 hrs.**

EDUC 547 Content Area Reading
Content Area Reading: The importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials, both functional and recreational; classroom strategies for facilitating reading comprehension; and vocabulary-building methodologies. Required for secondary teacher certification in all areas. A field experience is required. **3 hrs.**

EDUC 548 Content/Vocab Dvlpmnt Elementary Ed
Content and Vocabulary Development in Elementary Education: The importance of reading development in the content fields for the improvement of learning is emphasized. Topics include study skills; selection of appropriate reading materials, both functional and recreational; classroom strategies for facilitating reading comprehension; and vocabulary-building methodologies, including spelling instruction that relies on an understanding of English orthography and ways children develop as spellers. Analyzes the role of spelling in literacy development and identifies the characteristics of how children read, write and spell in the stages of literacy development. Should be taken the term prior to student teaching. A field experience is required. **3 hrs.**

EDUC 551 Teacher as Researcher
Teacher as Researcher: This course describes the nature and purposes of collaborative action research and how the action research process is used to improve the quality of classroom instruction and school climate. Students will formulate a research question, review related literature, and plan and carry out their own research in school settings. The learning product of this course will be a publishable paper to be presented at the Action Research Symposium. Co-requisite: EDUC 552. **2 hrs.**

EDUC 552 Seminar and Reflective Practice
Seminar and Reflective Practice: Students will use case studies, research and reflective writing to expand and modify the three components: instructional practice, unique learner needs, and classroom climate of their Performance Based Licensure portfolio. Students will serve as mentors for preservice teachers and lead seminar discussions. Co-requisite: EDUC551. **1 hr.**

EDUC 601 Educational Research & Evaluation
Educational Research and Evaluation: Students will investigate: empirical, logical and conceptual research problems; methods and procedures of qualitative and quantitative research; interpret research; write reviews of related literature; nad participate in library research. Students will also critically analyze research designs, explore and assess various research methods, acquire a conceptual knowledge of statistical procedures and interpret results of research findings. **3 hrs.**

EDUC 606 Building a Culture of Collaboration
Building a Culture of Collaboration: This is the first course in the MSA Program and will explore areas of school leadership that are essential to improving student achievement. This course will articulate ways to develop, communicate, implement and evaluate a shared vision and the importance of basic principles of open and effective collaboration and communication among school personnel and the all constituencies

served by the school. In the development of an Action Plan for continuous school improvement, this course will address shared decision-making as well as strategies to bring all students to an adequate achievement level. Interns will assess, reflect on, and improve their own interpersonal skills, explore basic principles of communication and public relations, and apply those skills in the school setting. **3 hrs.**

EDUC 608 Diversity in Schools
Diversity in Schools: Investigates similarities and differences within cultures, races, gender, ethnicity, socio economic status, religion and exceptionality in schools. Provides students with broad base knowledge and skills to increase effectiveness in meeting the needs of diverse learners. **3 hrs.**

EDUC 610 Building Community
Building Community: It has become increasingly important for school executives to build strong community relationships. From family partnership programs, to business outreach and partnership s as well as civic organizations, this course will examine multiple models for building strong shared relationships between schools and all stakeholders, including district and state board personnel. This course is related to Question number 2 in indentifying the targets that will help schools move toward where they want to be in the future. **3 hrs.**

EDUC 612 Leading Diversity
Leading Diversity: This course explores issues, problems, and opportunities related to education in a diverse, democratic, pluralistic society and promotes the value of diverse learning communities. This course investigates similarities within cultures, races, gender, ethnicity, socio-economic status, religion and exceptionality in schools. **3 hrs.**

EDUC 615 Word Study
Word Study: Examines spelling instruction that relies on an understanding of English orthography and how children develop as spellers. Analyzes the role of spelling in literacy development; identifies the characteristics of how children read, write and spell in the stages of literacy development. **3 hrs.**

EDUC 630 Foundations of Reading
Foundations of Reading: Provides an overview of the reading process, including reading readiness, comprehension, word recognition, diagnosis, methods of instruction and related language acquisition processes. **3 hrs.**

EDUC 631 Supervision to Improve Instruction
Supervision To Improve Instruction: This course will prepare interns to understand and use statistically sound procedures for gathering and synthesizing data to make instructional decisions and to assist teachers in using a variety of assessments and instructional strategies to improve teaching effectiveness. During this course, student achievement data, cause analysis, and gaps in instructional leadership will be considered. Setting appropriate standards for professional practice of 21st century instruction will be emphasized. **3 hrs.**

EDUC 640 The Teaching of Writing
The Teaching of Writing: Provides theories, research and critical issues related to students' writing development and effective writing instruction. Students will implement the writing process across the curriculum. Prerequisites: EDUC 601, 630. **3 hrs.**

EDUC 641 Leading Change
Leading Change: Leaders do not adapt to change, they drive change. This course explores issues related to organizational behavior, development, models, and change. Topics related to school reform, community and stakeholder involvement, improvement of the teaching and learning environment and enhancing student achievement will be discussed. Interns will gain knowledge of how change takes place within the academic environment and will use those strategies in the development of an Action Plan for school improvement. **3 hrs.**

EDUC 646 Professional Learning Communities
Professional Learning Communities: This course will lead interns to explore what is necessary to lead schools through the process of moving from a traditional school culture to professional learning communities. As interns develop an Action Plan for continuous school improvement, they will understand the importance of allocating resources to better support learning and designing a system that emphasizes student-centered learning. **3 hrs.**

EDUC 648 Leading Effective Resource Mgt
Leading Effective Resource Management: Interns will learn from this course how to help develop the complex financial skills necessary to lead a fiscally sound school. The placement of resources to ensure teaching and learning rather than bureaucratic concerns. School Executives will also look at the development of outside resources so necessary in today's schools. **3 hrs.**

EDUC 650 Assessment, Diagnosis & Instruction
Assessment, Diagnosis, and Instruction to Remediate Reading Difficulties: Examines causes of reading disabilities, diagnostic instruments, standards and informal assessment procedures, report writing, and materials and methods of instruction of an atypical reader. Works with individual students or small groups identifying problem readers. Corequisite: EDUC 660 **3 hrs.**

EDUC 660 Practicum in Reading Diagnosis
Practicum in Reading Diagnosis: A comprehensive practicum that involves the supervised assessment of the reading and language arts abilities of children and adolescents. In a supervised clinical experience, students develop, administer, interpret, and score formal and informal tests, write case reports, and analyze reading and language arts problems. **6 hrs.**

EDUC 667 Education Law and Ethics
Education Law and Ethics: This course will focus on both the ethical and legal dimensions of leadership. Interns will examine legal cases and ethical dilemmas and explore such topics as due process, search and seizure, staff evaluation, and church/state conflicts which will give them the knowledge necessary to understand and prevent legal problems. The course also reviews legal and/or ethical issues related to equal opportunity, bilingual education, sexual discrimination and harassment and the education of exceptional children. This course will be important to on-going continuous school improvement, which is the framework for the MSA program, and the implementation of an Action Plan to improve student achievement. **3 hrs.**

EDUC 670 Current Issues & Practices in Literacy
Current Issues and Practices in Literacy: Theories, research and instructional methods associated with reading and the language arts; questions of effectiveness related to instructional approaches and materials. **3 hrs.**

EDUC 671 Curriculum Dvlpment/Implementation
Curriculum Development and Implementation: This course focuses on the role of effective leadership in the process of curriculum development and implementation in schools. While topics will include the theoretical foundations, models for curriculum development, and curricular processes, interns will focus on their roles as change agents in the process. Interns will be looking at their own schools to determine where they want their schools to be through the lens of school mission, purpose, vision, and student expectations. **3 hrs.**

EDUC 676 Improving Instruction Using Data
Improving Instruction Using Data: This course will prepare interns to understand and use statistically sound procedures for gathering and synthesizing data to make instructional decisions and to assist teachers in using a variety of assessments and instructional strategies to improve teaching effectiveness. During this course, interns will identify gaps that are disclosed by the data to respond to the third Essential Question: "How did we get to where we are now?" Student achievement data, cause analysis, and gaps in instructional leadership will be considered. This study will find answers to real questions about real schools and be a part of the plan to implement school change that interns are or will be leading in their respective schools. **3 hrs.**

EDUC 680 Action Research
Action Research: Examines the nature and purpose of collaborative action research and how the action research process is used to strengthen literacy and improve school climate. Students will formulate a research question, plan and carry out their own research in school settings. The learning product of this course is a publishable paper to be presented at the Action Research Symposium. **3 hrs.**

EDUC 686 Human Resource Management
Human Resource Management: This course addresses values, practices and skills that will help the school executive to interact effectively in schools. Interns will receive an overview of personnel functions with a focus on recruitment, selection, orientation, evaluation and development of school personnel. Interns will look at the issues involved from legal, ethical, and educational perspectives for high quality student experiences. **3 hrs.**

EDUC 690 Seminar in Collaborative Leadership
Seminar in Collaborative Leadership and Professional Development: Seminar focused on the self-direction and professional development of literacy specialists, with an increasing emphasis on becoming instructional leaders including: mentoring, staff-development, school-wide literacy program development and assessment, supporting the action research of teachers, and developing partnerships with parents and community volunteers. **3 hrs.**

EDUC 695 School Executive Internship I
School Executive Internship I: The internship is designed for both semesters of the second year in the program and requires a minimum of 100 documented hours over both semesters. The hours are documented in an Internship Log and a reflective paper. Interns will collaborate with their school principals or designees as well as a college-based instructor. The tasks outlined by the principal and intern should show a variety of leadership responsibilities and real school leadership tasks as well as meet the NC Standards for School Executives. Interns will continue to develop an Action Plan to improvement student achievement during the internship period. **3 hrs.**

EDUC 696 School Executive Internship II
School Executive Internship II: Interns will continue the tasks outlined in Internship I and finalize the development of an Action Plan to improvement student achievement. In addition, interns will outline a plan for continuous student improvement through the use of data analysis. **3 hrs.**

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

GRADUATE COURSES

EMBA 610 The Big Picture
The Big Picture: Semester one provides a framework for understanding the discipline of management as an integrated whole. The concepts and analytical tools of management are introduced and put to use in the context of developing a "big picture" understanding of management. Participants will begin their leadership development activities including an intensive self-assessment and work with a personal management coach. By the end of the semester, each participant will have a developed a holistic appreciation of basic analytical concepts and will have begun to use some new ideas and approaches to management in their workplace. Specific topics covered in the first semester include business strategy, relevant cost, financial accounting, tradeoff analysis, marketing management, organizational behavior, history of capitalism, microeconomics, decision structures, probability assessment, and business ethics. *Pass/Fail.* **12 hrs.**

EMBA 620 Anatomy of the Enterprise
Anatomy of the Enterprise: During the second semester, participants develop a deeper understanding of the ways organizational activities are structured and the internal and external driving forces behind decisions and direction. Classroom work in this semester further develops the use of analytical concepts and highlights the integrated nature of organizations by examining the interrelated flows of resources, information, products, and people. This term develops a deeper understanding of organizational structure and operation and further investigates the integrated nature of the organization by examining the interrelated flows of funds, materials and products. Coursework during the second term includes cost accounting, working capital management, forecasting models, materials management, capacity planning, market environments, technology management, human resource management, macroeconomics, and managing risk. *Pass/Fail. Repeatable for a total of 24 hrs.* **12 hrs.**

EMBA 630 Control & Development
Control and Development: The third semester continues examination of the enterprise with emphasis on the competitive and regulatory environments. Work in this term further develops the theme of interrelated business functionalities and objectives. Understanding the organization in the external environment and management's role in rationalizing, controlling and developing the processes and activities of the firm stretches the participant's ability to think and reason in strategic terms. The detailed examination of the enterprise during the third semester expands understanding of integrated business functions and begins to focus on the external environment. The concepts of rationalizing, controlling and developing the organization's activity begin to develop the strategic relationship of the enterprise to its environment. Classroom activity during the third semester will include management accounting, capital budgeting, investments, operating strategies, marketing strategy, international economics, development of competitive strategies, communication, and the legal environment of business. *Pass/Fail. Repeatable for a total of 24 hrs.* **12 hrs.**

EMBA 640 Managing Strategically
Managing Strategically: Semester four extends the concept of controlling and directing the enterprise. Relationships between the organization's internal environment and the highly competitive and rapidly changing external environment are emphasized. The semester's coursework includes budgeting, controlling, capital structure, financial strategy, competitive decision-making, negotiation, corporate communication, and the international environment. The business leader's role as an organizational prime mover is examined and experienced through a team-based entrepreneurial project which requires presentation of a thoroughly developed business plan to a panel of successful entrepreneurs. *Pass/Fail. Repeatable for a total of 24 hrs.* **12 hrs.**

EMBA 671 International Experience
International Experience: This is an interactive educational experience which includes a hands-on exploration of the economic, business and cultural environment of specific areas of the world. There are required pre-trip and post-trip sessions. The focus of the trip is selected and announced several months prior. *Pass/Fail. Repeatable for a total of 6 hrs.* **3 hrs.**

EMBA 672 Consulting Project
Consulting Project: This is a team-consulting project conducted under the guidance of a faculty member on some specific strategic issues for the benefit of a nonprofit organization. *Pass/Fail. Repeatable for a total of 6 hrs.* **3 hrs.**

ENGLISH

ENGL 110 Composition I
Composition I: Development of the student's writing skills and introduction to research techniques. Emphasis is on the creation and revision of a variety of writing projects. Prerequisite for all other courses in the department in both the day and evening. **3 hrs.**

ENGL 120 Composition II
Composition II: Further development of the student's writing and research skills with focus on critical thinking and argumentation. Prerequisite for all other courses in the department in both the day and evening. **3 hrs.**

ENGL 205 Introduction to Literary Studies
Introduction to Literary Studies: Introduction to the field of English studies, including critical theory, genres, research techniques, and advanced writing skills. Required of all students who plan to major in English Literature or Writing. The course should be taken before or immediately after the declaration of the English major. This course fulfills the University writing-intensive requirement. Prerequisite: English 120 (or the equivalent) or permission of the department. **3 hrs.**

ENGL 206 Introduction to Creative Writing
Introduction to Creative Writing: Study of principles and forms of creative writing. The course will include special attention to observation and reflection, form and meaning, modern usage and effective expression. **3 hrs.**

ENGL 210 British Literature to 1660
British Literature to 1660: Historical survey and critical exploration of the major periods, genres and attitudes of English literature from the Anglo-Saxon period and the Middle Ages through the Renaissance. The works of Chaucer, Shakespeare and Milton are highlighted. Primarily for sophomores, 210 need not be taken before 220, but both should be taken early in the major as foundations for later courses. Prerequisite for all other British Literature courses. **3 hrs.**

ENGL 220 British Literature1660 to Present
British Literature 1660 to Present: Historical survey of the major movements and periods of English literature from the Restoration and Neo-classicism through 19th-century Romanticism and Realism to the Modern period. ENGL 210 and 220 should be taken early in the major as foundations for later courses. This course, along with ENGL 210, serves as the prerequisite for all other courses in British Literature. **3 hrs.**

ENGL 230 American Literature 1620-1865
American Literature 1620-1865: Historical survey of the major movements and writers in American literature from the colonial period to the mid-19th century. This course, along with English 240, serves as the prerequisite for all other courses in American literature. **3 hrs.**

ENGL 240 American Literature 1865-Present
American Literature 1865-Present: Historical survey of the major movements and writers in American literature from the era of realism at the end of the 19th century to the present. This course, along with English 230, serves as the prerequisite for all other courses in American Literature. **3 hrs.**

ENGL 300 World Literature
World Literature: Study of world literature from the ancient period to the modern. Emphasis on authors, genres, periods or themes may vary. Prerequisite: ENGL 205 or permission of the department. **3 hrs.**

ENGL 303 World Drama: Ancient to Renaissance
World Drama: Ancient Greece to Renaissance: Survey of dramatic literature from ancient Greece to the Renaissance, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the periods. Students may elect this course as DRAM 303. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. **3 hrs.**

ENGL 304 World Drama: Renaissance to Modern
World Drama: Renaissance to Modern: Survey of dramatic literature from the Renaissance to the modern era, with emphasis on the relationship of the plays to the physical circumstances of theatrical production and to the historical and cultural milieu of the period. Students may elect this course as DRAM 304. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. **3 hrs.**

ENGL 307 Writing of Creative Nonfiction
Writing of Creative Nonfiction: An intensive study of the writing of creative nonfiction, focusing on advanced techniques of exposition, descriptive detail, and narrative voice. All instruction and discussion is revision-based. Prerequisite: ENGL 206. **3 hrs.**

ENGL 308 Writing of Poetry
Writing of Poetry: An intensive study of the writing of poetry, focusing on a command of image, figurative language, lineation, form, and other aspects of craft and prosody. Instruction and discussion are revision based. Special attention will be given to scholarly criticism of contemporary poetry.Prerequisite: ENGL 206. **3 hrs.**

ENGL 309 Chaucer & Medieval Literature
Chaucer and Medieval Literature: Readings in medieval English literature with emphasis on Chaucer's Canterbury Tales. Prerequisite: ENGL 210 or permission of the instructor. **3 hrs.**

ENGL 310 Writing of Fiction
Writing of Fiction: An intensive study of the writing of short fiction, focusing on a command of point of view, plot and the use of selective detail to evoke both character and setting. Students will be expected to write approximately 30 pages of completed work, with

extensive revisions over the course of the semester. Prerequisite: ENGL 206. **3 hrs.**

ENGL 313 Shakespeare
Shakespeare: Representative comedies, histories, tragedies and romances with emphasis on Shakespeare's development as a dramatic artist. Prerequisite: ENGL 210 or permission of the department. **3 hrs.**

ENGL 314 Form & Theory of Poetry
Form and Theory of Poetry: A close examination of the formal elements of poetry. Students will closely read canonical and contemporary poetry in order to examine how each work exemplifies a mastery of specific formal devices, such as prosody and imagery. Prerequisite: ENGL 206. **3 hrs.**

ENGL 315 Form & Theory of Fiction
Form and Theory of Fiction: A close examination of the formal elements of fiction. Students will closely read canonical and contemporary fiction in order to examine how each work exemplifies a mastery of specific formal devices, such as point of view and narrative structure. Prerequisite: ENGL 206. **3 hrs.**

ENGL 316 Form & Theory Creative Nonfiction
Form and Theory of Creative Nonfiction: A close examination of the formal elements of creative nonfiction. Students will closely read canonical and contemporary nonfiction in order to examine how each work exemplifies a mastery of specific formal devices, such as point of view, imagery and narrative structure. Prerequisite: ENGL 206. **3 hrs.**

ENGL 318 The 17th Century
The Seventeenth Century: Study of poetry, drama and prose with emphasis on Jonson, Donne, the Metaphysicals, and Milton. Prerequisite: ENGL 210 or permission of the department. **3 hrs.**

ENGL 319 Literary Publishing/Editng: Signet
Literary Publishing & Editing: Signet: This course combines the study of contemporary literary publishing and the practical skills of magazine production in literary creative arts. Students will analyze the literary magazine using as their texts noteworthy print and digital journals. Students will also produce Signet, Queens' literary magazine, and be exposed to all levels of the editorial process, with special attention given to soliciting and reviewing submissions of poetry, fiction, creative essays, and art; fundamentals of style; copy editing; proofreading; and the principles and practices of design. All potential Signet editors must first take ENGL 315; English majors are strongly encouraged to take this course. This course includes a publishing lab that may be taken independently for 1 Hr credit. Prerequisite: Second semester sophomore status or permission of the department. **3 hrs.**

ENGL 319L Literary Publishng Lab: Signet
Literary Publishing Lab: Signet: This publishing laboratory gives practical experience in the editorial process with special attention given to soliciting and reviewing submissions of poetry, fiction, creative essay, and art; fundamentals of style; copy editing; proofreading; and the principles and practices of design. This course may be taken more than once for credit up to a maximum of 3 credit hours. **1 hr.**

ENGL 320 Linguistics
Linguistics: Historical survey of the English language with emphasis on etymology, modern grammar and contemporary usage (both written and spoken). **3 hrs.**

ENGL 322 19th Century British Literature
Nineteenth Century British Literature: Critical study of the development of Romanticism and its influence throughout the Victorian period. Readings include poetry, nonfiction prose and the novel. Emphasis on authors, genres or themes may change. Prerequisite: ENGL 220 or permission of the department. **3 hrs.**

ENGL 324 19th Century American Literature
Nineteenth Century American Literature: Critical examination of major works and literary movements in nineteenth century American literature, including the American Romantics, the poetry of Emily Dickinson and Walt Whitman, the development of the American novel, the development of slave narratives and protest literature, the rise of Realism and the development of an American literary identity. Prerequisite: ENGL 230 or permission of the department. **3 hrs.**

ENGL 325 The Novel
The Novel: Development of the novel as a literary form using selected works of fiction from the 18th century to the present. Prerequisite: ENGL 205 or permission of the department. **3 hrs.**

ENGL 329 Literature of Modernism
Literature of Modernism: Intensive study of the technical innovations and themes of modernism in European and American Literature in the first half of the 20th century. Prerequisite: ENGL 205 or permission of the department. **3 hrs.**

ENGL 332 African American Literature
African American Literature: Critical examination of work by African American authors and of movements within the African American literary tradition, which has developed both within and outside of dominant American culture. Topics may include the slave-narrative tradition, the Harlem Renaissance, Black protest novels, literary explorations of the African Diaspora, African American literary theory and the development of an African American literary identity. Prerequisite: ENGL 230 or permission of the department. **3 hrs.**

ENGL 333 Southern Literature
Southern Literature: Study of growth and development of the literature of the American South. with emphasis on unique regional qualities of subject, theme and style. Prerequisite: ENGL 230 or ENGL 240 or permission of the department. **3 hrs.**

ENGL 335 Women Writers
Women Writers: Study of the works of a wide range of women writers all over the world, ranging from the Greco-Roman to the Contemporary. Prerequisite: ENGL 205 or permission of the department. **3 hrs.**

ENGL 336 Tragedy
Tragedy: An examination of the nature of tragedy with attention to plot, protagonist, philosophic content and effect upon audience. Students may elect this course as DRAM 336. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. **3 hrs.**

ENGL 337 Comedy
Comedy: An examination of the nature of comedy with attention to plot, character and the manipulation of language and traditional "lazzi." Students may elect this course as DRAM 337. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. **3 hrs.**

ENGL 344 Adv Workshop in Poetry
Advanced Workshop in Poetry: This course allows students the opportunity to strengthen their skills in the writing of poetry. Prerequisite: ENGL 308. **3 hrs.**

ENGL 345 Adv Workshop in Fiction
Advanced Workshop in Fiction: This course allows students the opportunity to strengthen their skills in the writing of fiction. Prerequisite: ENGL 310. **3 hrs.**

ENGL 346 Adv Workshop Creative Nonfiction
Advanced Workshop in Creative Nonfiction: This course allows students the opportunity to strengthen their skills in the writing of creative nonfiction. Prerequisite: ENGL 307. **3 hrs.**

ENGL 350 Contemporary Literature
Contemporary Literature: An examination of authors, genres and movements prominent on the literary scene since 1950. Topics will vary. May be repeated once with a different topic. Prerequisite: ENGL 205 or permission of the department. *Repeatable for a total of 6 hrs.* **3 hrs.**

ENGL 351 Literature and Film
Literature and Film: Study of the relationship between the narrative and dramatic arts and their counterparts in film. Focus on works of prose and/or drama and their film adaptations to explore the story-telling techniques unique to each medium. Themes to be studied will vary, but may include, for example, the adaptations of selected novels and plays into film; the cinematic qualities of avant garde novels and plays; and the literary qualities of selected films. Prerequisite: ENGL 205 or permission of the department. **3 hrs.**

ENGL 355 Special Studies in Literature
Special Studies in Literature: Intensive consideration of a single topic in drama, fiction or poetry. The topic for the course will vary from term to term and may range from a consideration of the work of a major writer to a study of a single genre or intellectual movement. May be taken twice with different subtitles. Prerequisite: DRAM 200 or ENGL 205 or permission of the department. *Repeatable for a total of 6 hrs.* **3 hrs.**

ENGL 420 Creative Writing Capstone
Creative Writing Capstone: A formal examination of the connections between the study of literature and a student's own creative writing. Through readings of literature and of scholarly essays, students will develop as writer-scholars and will articulate matters of aesthetics and craft, both in regards to their own work and that of published authors. This course culminates in the preparation of a portfolio, consisting of an academic essay and of a collection of original creative work gathered and polished from previous semesters of workshops. Prerequisites: Senior standing, at least one Form & Theory course (ENGL 314, 315 or 316), at least one Advanced Workshop (ENGL 344, 345, 346), and permission of the department. . **3 hrs.**

ENGL 455 Independent Study in Literature
Independent Study in Literature: Independent study of a topic in drama, fiction, or poetry resulting in a research paper. Open to junior and senior majors with a minimum 3.000 grade point average in English. Student must have taken at least six hours of upper-level English or Drama courses and have permission of the department. **1-3 hrs.**

ENGL 460 Studies in Literature & Criticism
Studies in Literature and Criticism: Examination and interpretation of literary works in light of modern critical theories. Readings include critical essays and selected works by major authors. Seminar for seniors only. **3 hrs.**

GRADUATE COURSES

ENGL 501 Fiction Workshop I
Fiction Workshop I: An intensive study of the writing of fiction, focusing on advanced techniques of prosody, narration, exposition, descriptive detail, scenic development, point of view, and other elements of fiction. All instruction and discussion is revision-based. Students must make two submissions of at least 8 to 25 pages during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. *Pass/Fail.* **3 hrs.**

ENGL 502 Fiction Workshop II
Fiction Workshop II: A continuation of the intensive study of the writing of fiction. *Pass/Fail.* **3 hrs.**

ENGL 511 Poetry Workshop I
Poetry Workshop I: An intensive study of the writing of poetry, focusing on advanced techniques of imagery, rhythm, and poetic structure. All instruction and discussion is revision-based. Students must submit at least 5 to 10 pages of work during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. *Pass/Fail.* **3 hrs.**

ENGL 512 Poetry Workshop II
Poetry Workshop II: A continuation of the intensive study of the writing of poetry. *Pass/Fail.* **3 hrs.**

ENGL 521 Creative Nonfiction Workshop I
Creative Nonfiction Workshop I: An intensive study of the writing of creative nonfiction, focusing on advanced techniques of prosody, exposition, descriptive detail, and narrative voice. All instruction and discussion is revision-based. Students must make two submissions of at least 8 to 25 pages during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. *Pass/Fail.* **3 hrs.**

ENGL 522 Creative Nonfiction Workshop II
Creative Nonfiction Workshop II: A continuation of the intensive study of the writing of creative nonfiction. *Pass/Fail.* **3 hrs.**

ENGL 531 Dramatic Writing Workshop I
Dramatic Writing Workshop I: An intensive study of the writing of stage plays and screenplays, focusing on dramatic structure, dialogue, characterization, and other elements of dramatic writing. All instruction and discussion is revision-based. Students must make two submissions of 8 to 25 pages during the residency and four submissions of equal length in the Distance Learning Workshop component of the semester. *Pass/Fail.* **3 hrs.**

ENGL 532 Dramatic Writing Workshop II
Dramatic Writing Workshop II: A continuation of the intensive study of the writing of stage plays and screenplays. *Pass/Fail.* **3 hrs.**

ENGL 601 Fiction Workshop III
Fiction Workshop III: A continuation of the intensive study of the writing of fiction. *Pass/Fail.* **3 hrs.**

ENGL 602 Fiction Workshop IV
Fiction Workshop IV: A continuation of the intensive study of the writing of fiction. *Pass/Fail.* **3 hrs.**

ENGL 611 Poetry Workshop III
Poetry Workshop III: A continuation of the intensive study of the writing of poetry. *Pass/Fail.* **3 hrs.**

ENGL 612 Poetry Workshop IV
Poetry Workshop IV: A continuation of the intensive study of the writing of poetry. *Pass/Fail.* **3 hrs.**

ENGL 621 Creative Nonfiction Workshop III
Creative Nonfiction Workshop III: A continuation of the intensive study of the writing of creative nonfiction. *Pass/Fail.* **3 hrs.**

ENGL 622 Creative Nonfiction Workshop IV
Creative Nonfiction Workshop IV: A continuation of the intensive study of the writing of creative nonfiction. *Pass/Fail.* **3 hrs.**

ENGL 631 Dramatic Writing Workshop III
Dramatic Writing Workshop III: A continuation of the intensive study of the writing of stage plays and screenplays. *Pass/Fail.* **3 hrs.**

ENGL 632 Dramatic Writing Workshop IV
Dramatic Writing Workshop IV: A continuation of the intensive study of the writing of stage plays and screenplays. *Pass/Fail.* **3 hrs.**

ENGL 650 Gateway Seminar: Creative Writing
Gateway Seminar: Creative Writing: A series of three-day seminars uniquely focused on the professional development of creative writers, focusing on different topics during each of the four required residencies. Students are required to take four Gateway Seminars for completion of the degree. All students must read required texts in advance of the seminars. *Pass/Fail. Repeatable for a total of 12 hrs.* **3 hrs.**

ENGL 651 Craft Seminar
Craft Seminar: A series of individual seminars focused on issues of theory and practice in creative writing. Students must take three Craft Seminars during each of the four required residencies, with a total of 12 Craft Seminars required for completion of the degree. All students must read required texts in advance of the seminars. *Pass/Fail. Repeatable for a total of 12 hrs.* **1 hr.**

ENGL 671 Thesis Hours
Thesis Hours: Independent study with a faculty member chosen as the thesis advisor, working toward completion of the required Master's thesis. Students will register for thesis hours twice, during the third and fourth semesters. *Pass/Fail. Repeatable for a total of 6 hrs.* **3 hrs.**

ENGL 672 Craft Seminar Preparation
Craft Seminar Preparation: Independent study with a faculty member chosen as an advisor to help the student formulate his or her presentation of a Craft Seminar in the graduating residency, as required for the completion of the degree. Students will register for craft seminar preparation twice, during the third and fourth semesters. *Pass/Fail. Repeatable for a total of 6 hrs.* **3 hrs.**

ENVIRONMENTAL STUDIES

ENST 220 Data Analysis for Natural Sciences
Data Analysis for Natural Sciences: An introduction to the statistical concepts necessary for analyzing data generated through research in the natural sciences. This course will introduce the student to data description, the basics of probability, and hypothesis tests using examples from environmental science, biology, biochemistry, medicine. Access to Microsoft Excel is required. **4 hrs.**

ENST 300 Research Methods
Research Methods: This course is designed to prepare students to conduct independent research projects in their senior year. The course will be organized around a group research project. The course will develop skills in research planning; experimental design; use of field, laboratory, and computer techniques; statistical analysis; preparation, criticism, and oral presentation of study plans; communication of research findings. Prerequisites: ENVR 101, 102, BIOL 208, CHEM 111, or PHYS 101. **3 hrs.**

ENST 301 Geographic Information Systems
Geographic Information Systems: Geographic Information Systems (GIS) is a powerful computer tool used not only for making maps, but also for managing and analyzing information shown on the map. Understanding the location and the status of any landscape feature (and how that status might have changed over time) greatly improves our knowledge of how the landscape works. This course aims to provide students a combination of mapping theory and practical knowledge of ArcGIS software. **3 hrs.**

ENST 320 Environmental Economics
Environmental Economics: Economics depend upon the environment as a source of inputs such as minerals, metals, fossil fuels, and living organisms and as a location for the disposal and dissipation of wastes. This course will examine the intimate intertwining of economic and environmental issues. Topics covered will include introductory economic theory, resource use, externalities, the tragedy of the commons, pollution, cost-benefit analysis, and economic solutions to environmental problems. Some topics will be investigated through case studies of problems and policies in the United States and abroad. **3 hrs.**

ENST 325 Environmental Philosophy
Environmental Philosophy: This course examines key issues in environmental philosophy including the philosophical nature of the environment, environmental ethics (moral obligations to animals and ecosystems), environmental justice, environmental continental philosophy, and environmental aesthetics. Emphasis is placed on developing the ability to critically think about and articulate positions on these issues. **3 hrs.**

ENST 460 Environmental Science Seminar
Environmental Science Seminar: Invited guests, faculty and students present oral reports on topics of their specific interest and experience in environmental science and related fields. One hour per week lecture or discussion. May be repeated for credit. Prerequisite: BIOL 208, CHEM 101, ENVR 101 or permission of instructor. **4 hrs.**

ENST 490 Senior Project
Senior Project: This course consists of an independent research project. The topic and its scope are determined by the student in consultation with a faculty member. Careful research technique, critical evaluation of data, depth of specialized knowledge, independence and originality are cultivated as the project develops. An oral defense before Division of Science and Mathematics faculty and written thesis are required. Senior Project may be taken twice for projects that span two semesters. Prerequisite: ENVR 101 and ENVR 300. *Repeatable for a total of 4 hrs.* **2 hrs.**

ENVIRONMENTAL SCIENCE

ENVR 101 Environmental Science
Environmental Science: A study of some of the environmental issues confronting our modern society. Selected scientific principles are considered for a basic understanding of environmental problems, and some attention is given to the role of science and technology in the development and possible solutions of the problems. Specific topics include natural ecosystems, human population, food production, energy, transportation, water pollution and air pollution. Lab fee applies. **4 hrs.**

ENVR 102 Intro to Geology
Introduction to Geology: This course covers Earth properties and the dynamics of geologic systems to provide a basic understanding of the resources, environments, and evolution of our planet. The course considers Earth materials, interior structure of the planet, Earth surface processes, landform development, environmental geology, and physical evolution of the Earth. Specific topics include minerals and rocks, plate tectonics, ocean basins, continents, river and groundwater systems, glaciers, volcanism and earthquakes. Laboratory or Field work. This course requires two weekend field trips. Lab fee applies. **4 hrs.**

ENVR 201 Physical Geography
Physical Geography: The simple ingredients of water, soil, rocks, and gravity combine to produce wonderfully complex landscapes on earth. In order to learn how the earth works, this course examines how earth's physical processes (e.g., hydrology, geology, geomorphology, climatology) create and modify those landscapes. The design and execution of field research techniques in physical geography (field notes, sketching, soil and water sampling, and mapping) will be emphasized through team and individual research projects. Briefly

considered is how landscapes affect other natural phenomena such as vegetation and wildlife. Prerequisite: ENVR 101 or BIOL 100 or BIOL 208 or CHEM 111 or permission of instructor. Lab fee applies. **4 hrs.**

ENVR 202 Conservation Biology
Conservation Biology: This course focuses on the protection and management of biodiversity. Topics include species conservation, causes and consequences of declines in global biodiversity, habitat fragmentation, management approaches, biological reserve design, restoration of ecosystems, sustainable use of biological resources, and the role of conservation biologists in policy making. Prerequisites: ENVR 101 and BIOL 208, or permission of instructor. **3 hrs.**

ENVR 204 Tropical Island Systems
Tropical Island Systems: Tropical islands, often surrounded by thousands of square miles of ocean, have developed from a careful balance of geologic, climatic, and biologic processes. Human activities, too, have evolved as a part of these tightly connected ecological systems. However, isolation leaves these systems and the people that depend on them vulnerable. This course is intended to provide an overview of the social and ecological processes operating on tropical islands. Specifically, we will examine how islands are formed, how mangrove forest and coral reef ecosystems function, how sustainable devlopment of islands might work, and how island cultural norms affect natural resource management. Special consideration will be given to the islands of Micronesia. No prerequisite. **3 hrs.**

ENVR 220 Data Analysis for Natural Sciences
Data Analysis for Natural Sciences: An introduction to the statistical concepts necessary for analyzing data generated through research in the natural sciences. This course will introduce the student to data description, the basics of probability, and hypothesis tests using examples from environmental science, biology, biochemistry, medicine. Access to Microsoft Excel is required. Prerequisites: ENVR 101 or BIOL 208 or CHEM 111 or permission of the instructor. **4 hrs.**

ENVR 250 Topics in Environmental Science
Topics in Environmental Science: This course provides an opportunity for students and faculty to pursue a subject that is not offered on a regular basis in the curriculum. May be repeated for credit under different subtitles. Lecture and laboratory hours may vary. *Repeatable for a total of 6 hrs.* **3 hrs.**

ENVR 300 Research Methods
Research Methods: This course is designed to prepare students to conduct independent research projects in their senior year. The course will be organized around a group research project. The course will develop skills in research planning; experimental design; use of field, laboratory, and computer techniques; statistical analysis; preparation, criticism, and oral presentation of study plans; communication of research findings. Prerequisites: ENVR 101, ENVR 102, BIOL 208, CHEM 111, or PHYS 101. **3 hrs.**

ENVR 301 Geographic Information Systems
Geographic Information Systems: Geographic Information Systems (GIS) is a powerful computer tool used not only for making maps, but also for managing and analyzing information shown on the map. Understanding the location and the status of any landscape feature (and how that status might have changed over time) greatly improves our knowledge of how the landscape works. This course aims to provide students a combination of mapping theory and practical knowledge of ArcGIS software. **3 hrs.**

ENVR 302 Soil and Water Science
Soil and Water Science: This course will examine the components and processes of soil, a dynamic, complex, multi-dimensional environmental system. Soil is a global natural resource vital for water, nutrient, and energy cycling, food production, and environmental conservation. Topics covered will include soil physical, chemical, and biological properties and functions; water, nutrient and energy cycles; plant growth; land use and environmental quality; and impacts on society and culture. This introductory course will instill awareness of soil as a basic natural resource, the use and exploitation of which has considerable influence on human society and life in general. This course requires significant outdoor lab work. Prerequisites: ENVR 101 and CHEM 111 or permission of the instructor **4 hrs.**

ENVR 320 Environmental Economics
Environmental Economics: Economics depend upon the environment as a source of inputs such as minerals, metals, fossil fuels, and living organisms and as a location for the disposal and dissipation of wastes. This course will examine the intimate intertwining of economic and environmental issues. Topics covered will include introductory economic theory, resource use, externalities, the tragedy of the commons, pollution, cost-benefit analysis, and economic solutions to environmental problems. Some topics will be investigated through case studies of problems and policies in the United States and abroad. **3 hrs.**

ENVR 325 Environmental Philosophy
Environmental Philosophy: This course examines key issues in environmental philosophy including the philosophical nature of the environment, environmental ethics (moral obligations to animals and ecosystems), environmental justice, environmental continental philosophy, and environmental aesthetics. Emphasis is placed on developing the ability to critically think about and articulate positions on these issues. **3 hrs.**

ENVR 450 Independent Study
Independent Study: This course allows students to pursue independent research projects in areas of the

student's interest. Written reports and/or oral examinations will be required. This course may be taken more than once for credit, but total credits may not exceed six hours. Prerequisite: Permission from instructor. 1, 2, 3, or 4 Hrs. **4 hrs.**

ENVR 460 Environmental Science Seminar
Environmental Science Seminar: Invited guests, faculty and students present oral reports on topics of their specific interest and experience in environmental science and related fields. One hour per week lecture or discussion. May be repeated for credit. Prerequisites: ENVR 101 and junior class standing or permission of the instructor. *Repeatable for a total of 8 hrs.* **1-4 hrs.**

ENVR 490 Senior Project
Senior Project: This course consists of an independent research project. The topic and its scope are determined by the student in consultation with a faculty member. Careful research technique, critical evaluation of data, depth of specialized knowledge, independence and originality are cultivated as the project develops. An oral defense before Division of Science and Mathematics faculty and written thesis are required. Senior Project may be taken twice for projects that span two semesters 2 hrs. Prerequisite: ENVR 101 and ENVR 300. *Repeatable for a total of 4 hrs.* **2 hrs.**

FRENCH

FREN 101 Elementary French I
Elementary French I: Introduction to the French language with emphasis on vocabulary and listening, speaking, reading and writing skills. **3 hrs.**

FREN 102 Elementary French II
Elementary French II: Introduction to the French language with emphasis on vocabulary and listening, speaking, reading and writing skills. **3 hrs.**

FREN 220 Intermediate French I
Intermediate French Grammar and Composition: Review and more advanced study of the language with emphasis placed on structure and written expression. **3 hrs.**

FREN 230 Intermediate French II
Intermediate French Reading and Conversation: Review and more advanced study of the language with emphasis placed on oral use and readings of various texts. **3 hrs.**

FREN 310 Advanced Grammar and Translation
Advanced Grammar and Translation: A thorough review and expansion of French grammar with emphasis on translation. This course fulfills the writing-intensive course requirement. **3 hrs.**

FREN 320 Advanced Composition
Advanced Composition: Application of the principles of French grammar through writing to increase fluency. This course fulfills the writing intensive course requirement. **3 hrs.**

FREN 330 Reading for Comprehension
Reading for Comprehension and Vocabulary: Development of reading skills through the study of various journalistic, historical and literary texts in order to increase vocabulary and enhance comprehension. **3 hrs.**

FREN 340 Advanced Conversation
Advanced Conversation: Advanced oral training through discussions, debates and presentations with emphasis on pronunciation, intonation and correct modes of expression. **3 hrs.**

FREN 343 French Literary Classics
French Literary Classics: Consideration of major literary works from various periods of French literature chosen for their values as contribution to world literature. **3 hrs.**

FREN 350 French Literature
French Literature: The study of major literary works with the goal of understanding some of the important cultural, socioeconomic and political ideas that have shaped French society. **3 hrs.**

FREN 362 Francophone Civ. & Cultures
Francophone Civilization and Cultures: A course will give students a better understanding of the diverse nature of Francophone countries and increase their knowledge of the history and civilization of associated with those countries. 3 hrs. Prerequisite: FREN 230 or permission of instructor. **3 hrs.**

FREN 363 French Civilization & Culture
French Civilization and Culture: This course will give students a better understanding of the history, civilization and culture of France. Prerequisite: FREN 230 or permission of instructor. **3 hrs.**

FREN 370 Topics in French Studies
Topics in French Studies: Course designed to address a specific topic or area of French studies. Topic will be announced the semester preceding the offering. May be repeated with different topics. *Repeatable for a total of 36 hrs.* **3-9 hrs.**

FREN 372 Elementary Translating
Elementary Translating: Comparative analysis of translated texts, questions of restructuring texts and adding or subtracting material, style/audience relationship, simple translations from source language to English, and sight translation. **3 hrs.**

FREN 374 Advanced Translating
Advanced Translating: Study of professional journals in the field of translation, specific problems of source/target language equivalents, expansion of working dictionaries, oral reports on work in progress, and translating of substantial text(s) in field of

specialization. Texts may be scientific, technical, commercial, scholarly or literary, depending on field of specialization. **3 hrs.**

FREN 400 Directed Readings In French
Directed Readings in French: Directed study of a topic requiring the use of French-language sources. May be repeated with different topics. *Repeatable for a total of 36 hrs.* **1-3 hrs.**

FREN 401 Independent Practicum in French
Independent Practicum in French: An independent study of a topic of interest to a student or an internship. Projects must require the use of the target language (French). May be repeated with different topics. *Repeatable for a total of 36 hrs.* **1-3 hrs.**

GERMAN

GERM 101 Elementary German I
Elementary German I: Introduction to the German language with emphasis on vocabulary and listening, speaking, reading and writing skills. **3 hrs.**

GERM 102 Elementary German II
Elementary German II: Introduction to the German language with emphasis on vocabulary and listening, speaking, reading and writing skills. **3 hrs.**

GERM 201 Intermediate German I
Intermediate German I: Review of grammar, composition and conversation, based upon readings on the culture and civilizations of German-speaking countries. **3 hrs.**

GERM 202 Intermediate German II
Intermediate German II: Continued study of grammar, composition and conversation, based upon readings on the culture and civilizations of German-speaking countries. **3 hrs.**

GERM 370 Topics in German Studies
Topics in German Studies: Course designed to address a specific topic or area of German studies. Topic will be announced the semester preceding the offering. May be repeated with different topics. *Repeatable for a total of 36 hrs.* **3-9 hrs.**

HISTORY

HIST 201 Emergence of the West
Emergence of the West: A survey of the history of civilization from the ancient world to the European crises of the seventeenth century, with emphasis upon the political, social and intellectual development of Western civilization. **3 hrs.**

HIST 202 West in the World
West in the World: A survey of the history of civilization from the end of the religious wars and the emergence of the great European powers to the crises of the twentieth century and nuclear age, with emphasis generally upon the political, social and intellectual development of Western civilization. **3 hrs.**

HIST 203 United States History to 1877
United States History to 1877: This course offers a survey of American history, beginning with an exploration of early Native American cultures and ending with a study of the American Civil War and Reconstruction. The class will focus its attention on the important social, political, and economic issues at play that created the unique tapestry of American cultural life in the colonial, revolutionary, and early national periods of American history. An effort will be made to connect developments in early American history to contemporary events shaping our lives. Students will be introduced to a range of primary source evidence from the American past, including diaries, speeches, laws, fiction, photographs, paintings, statistics, and the like. **3 hrs.**

HIST 204 United States History Since 1877
United States History Since 1877: This course offers a survey of the meaningful events in America's recent past that have shaped who we are as a people and a nation today. Special attention will be paid to the themes of race and the reformulation of national identity, the rise of the modern nation-state, presidential leadership, and the connection between capitalism and the rise of a consumer-based popular culture. Assignments include grading the best and worst twentieth century presidents, debating whether the 1920s flapper was a feminist, and advising international leaders on the direction of their foreign policy during the cold war. An effort will be made to connect each topic we examine to current events as they unfold in contemporary American life. **3 hrs.**

HIST 289 Seminar in US History
Seminar in U.S. History: This introductory seminar in U.S. history engages students in close examination of selected topics, highlights careful analysis of historical evidence, and close readings of selected texts. Students will also practice their writing skills by composing a seminar paper keyed to the seminar's work. Topics will vary. May be taken twice. *Repeatable for a total of 6 hrs.* **3 hrs.**

HIST 291 Seminar in World History
Seminar in World History: This introductory seminar in world history engages students in close examination of selected topics, highlights careful analysis of historical evidence, and close readings of selected texts. Students will also practice their writing skills by composing a seminar paper keyed to the seminar's work. Topics will vary. May be taken twice. *Repeatable for a total of 6 hrs.* **3 hrs.**

HIST 303 Ancient Greece
Ancient Greece: An examination of Greek history from the Mycenaeans in the second millennium B.C.E. through the Hellenistic era, with special emphasis on

Classical Greece (500-323 B.C.E.). Prerequisite: HIST 201 or permission of the instructor. **3 hrs.**

HIST 304 Ancient Rome
Ancient Rome: A study of the history of Rome, from its founding to the disintegration of the Roman Empire in the fourth and fifth centuries C.E. Prerequisite: History 201 or permission of the instructor. **3 hrs.**

HIST 305 Medieval History
Medieval HIstory: An investigation of the thousand years known as the Middle Ages: the world of castles, cathedrals and universities; ladies and knights; peasants and burghers; dragons and unicorns. Prerequisite: HIST 201 or permission of the instructor. **3 hrs.**

HIST 306 Early Modern Europe
Early Modern Europe: A survey of the history of Europe from the Renaissance to 1789. Topics include the 16th century rupture in Christendom, the growth of seaborne empires and national states, the scientific revolution, and the Enlightenment. Prerequisite: HIST 201. **3 hrs.**

HIST 307 History of Latin America
History of Latin America: A survey of the forces and events which have shaped Latin America experiences from the sixteenth century to the present. **3 hrs.**

HIST 309 Contemporary Europe
Contemporary Europe: An investigation of today's Europe, from the First World War to the present. Topics include the world wars, the holocaust, the rise and fall of the Soviet Union, the Cold War and the rise of the European Union. Prerequisites: HIST 202. **3 hrs.**

HIST 311 Research Seminar
Research Seminar: This seminar engages students in the research techniques and writing styles used by historians, attorneys, legal researchers, and others engaged in the systematic reconstruction of past events. Students will work with both primary and secondary materials, and will produce an originally researched project at the end of the semester. This course fulfils the writing-intensive course requirement for the history department. Prerequisite: none. **3 hrs.**

HIST 312 The First Christians
The First Christians: This class examines the experience of the first generations of Christians, from the age of Jesus and the apostles to the end of the Roman Empire. Some of the topics considered in this class include: the search for the "historical Jesus;" the relationships among the Christian movement, Judaism, and Greco-Roman culture; the development of Christian beliefs; the relationship between Judaism and Christianity; the experience of persecution and martyrdom; and the benefits - and costs - of the expansion of Christianity. **3 hrs.**

HIST 313 East Asian Civilizations, 1400-Pres
East Asian Civilizations, 1400-Present: An introduction to the histories of China, Korea, Vietnam, and Japan from the 15th century to the present. This course examines the social, political, and religious interconnections that shaped East Asia prior to major Western incursion and the ramifications of the West in East Asia from the 18th century to the present. Despite their geographic proximity, China, Korea, Vietnam, and Japan followed different patterns during much of their history. This course will examine those patterns, with an explicitly comparative approach, in the intellectual, socioeconomic and institutional raalms. Readings emphasize secondary scholarship and literature in translation. **3 hrs.**

HIST 320 Inventing the American Economy
Inventing the American Economy: After the American Revolution, the United States lacked a truly domestic economy and remained financially dependent on Great Britain. Yet, by the end of the nineteenth century, America had become the most productive and prosperous nation in the world. This course will explore the economic and political developments that fueled this transition and led to the invention of a uniquely American economy. In particular, we will investigate the rise of capitalism, the creation of a market economy, the public debates over capital and labor, as well as the political discussion of the proper relationship between government and economic development. Prerequisites: none. **3 hrs.**

HIST 324 Immigration & Making of America
Immigration and the Making of America: This course will explore the major themes and debates in American immigration history. Topics will include key migration waves, immigration policy, acculturation and attitudes towards immigrants, with an emphasis on the post-Civil War period. Methodological issues in researching immigrant history will also be explored. **3 hrs.**

HIST 329 French Revolution & Napoleon
French Revolution & Napoleon: The guillotine! The Marseillaise! Revolutionaries! Romantics! Louis XVI & Marie Antoinette; Napoleon and Josephine; Beethoven; Wordsworth; Goethe; Goya; Mary Wollstonecraft; Horatio Nelson, Wolfe Tone, and Toussaint L'Ouverture - all this and much else rushes through the volcanic moment in French and European history that runs from the beginning of the French Revolution in 1789 to the collapse of Napoleon's empire in 1815. This course will explore both the politics and the culture of this tumultuous generation, and examine the interrelationships among revolutionary politics, war, poetry (the Romantics, for instance) and prose, music (Beethoven's "Eroica" Symphony for instance); and the visual arts (from David to Goya). While France will be the focus of the course, the materials studied will come from all across Europe, from Dublin to Berlin, from Copenhagen to Rome, from Madrid to Moscow. **3 hrs.**

HIST 330 British History
British History: An investigation of the British historical experience through the study of the key moments and personalities which have shaped British history from William the Conqueror through the Tudors and Stuarts, to the Victorians and the present. Prerequisite: HIST 202. **3 hrs.**

HIST 331 Russian History
Russian History: An investigation of the Russian experience through the study of the key moments and personalities which have shaped Russian history from Kievian Russia to the present. Prerequisite: HIST 202. **3 hrs.**

HIST 332 German History
German History: An examination of the experience of the German-speaking peoples from the devastation of the seventeenth century Thirty Years War, through eighteenth century Enlightenment, to the emergence of Germany as a major power in the nineteenth and twentieth centuries. Prerequisite: HIST 202. **3 hrs.**

HIST 333 Classical Political Thought
Classical Political Thought: This course introduces students to classical social and political philosophy through analysis of Plato's Republic and Aristotle's Nicomachean Ethics and Politics. It addresses enduring questions about the community, the individual, happiness, and justice. Other themes to be discussed include the ideal political order, the character of virtue or human excellence, the relationship between politics and other aspects of human life (such as economics, the family, and friendship), and the political responsibility for education. This class is both a study in intellectual history and a foundational course in political theory. Prerequisite: Sophomore standing. Students may also elect this course as POLS 333. **3 hrs.**

HIST 334 Modern Political Thought
Modern Political Thought: This course examines and evaluates the challenge to classical social and political philosophy posed by such writes as Hobbes in the Leviathan, Madison in selected Federalist Papers,Tocqueville in Democracy in America, Mill in On Liberty, and Weber in selections from several works. We consider the differing views of these authors on how best to construct healthy and successful political societies; the proper relation between politics and religion, and between the individual and the community; the nature of our rights; and the proper extent of human liberty and equality. This class is both a study in intellectual history and a foundational course in political theory. Prerequisite: Sophomore standing. Students may elect this course as POLS 334 or PHIL 334. **3 hrs.**

HIST 335 The American Revolution
The American Revolution: A history of the American Revolution, this course traces the roots of revolution in the 18th century through the war, and examines the consequences of the Revolution Into the early nineteent century. **3 hrs.**

HIST 337 Invasion of the Americas
Invasion of the Americas: This course investigates the European discovery, conquest, and settlement of the Americas, from the mid-fifteenth century through the later seventeenth century, from the voyages of Columbus, through the Spanish "conquistadores," to the English and French settlements of North America. Prerequisite: none **3 hrs.**

HIST 340 African-American History
African-American History: This course concentrates on the history of African Americans from the colonial period to the present. It introduces students to the historical literature concerning the course of slavery in the United States, its abolition and aftermath, as well as the experience of free blacks in the North and South. It focuses on the institutionalization of segregation and African American efforts to achieve equality in an unequal system, culminating in the civil rights movement of the recent period. Cultural history art, literature and music are integral to the course, as is the experience of African American women. **3 hrs.**

HIST 341 Civil Rights Movement
Civil Rights Movement: In 1903, W.E.B. Dubois argued that "the problem of the twentieth century is the problem of the color line." This course explore s the unraveling of the color line in postwar America. Central to the task will be an analysis of the strategies and tactics grass roots activists employed in their assault on segregation. The class will also assess the tensions which emerged between a civil rights movement based on the principle of integration and a black liberation movement which emphasized self-separation. At the same time, the course will examine the creation of an African-American "movement culture" that found expression in music, literature, and the arts. Prerequisite: none **3 hrs.**

HIST 345 Religion in America
Religion in America: This course will provide students with a survey of the most important movements, people and events in American religious history from the settlement of the colonies to the present. The course will examine Protestant, Roman Catholic and Jewish traditions, as well as important cults and religious alternatives outside the traditional mainstream. Prerequisite: HIST 203 and 204. Students may elect this course as RELG 345. **3 hrs.**

HIST 349 The Civil War and Reconstruction
The Civil War and Reconstruction: The Civil War and Reconstruction were the defining events of the nineteenth century if not the defining events in our nation's short history. Undertaking exactly how the nation arrived at the brink of war, divided, and finally, after horrible and bloody conflict, came back together again, will be the central task of this course. The course will be divided into three sections. In the first,

students will explore the origins of the sectional conflict. Next students will examine the war itself, asking questions about the inevitability of the Union's victory and the role of the African Americans in the process of emancipation. In the last section of the course the class will study attempts to reconstruct the relationships between whites and blacks, northerners and southerners in the wake of the Confederacy's defeat. Attention will also be paid to popular, current interpretations of the causes and meanings of the Civil War in popular culture. Prerequisite: none. *Repeatable for a total of 6 hrs.* **3 hrs.**

HIST 361 Ideas & Values in Conflict in Hist
Ideas and Values in Conflict in History: A study of decisive intellectual and moral conflicts involving individualism, humanism, obscurantism, fundamentalism, racism, nationalism, totalitarianism, socialism, Nazism, Communism, materialism and fanaticism. Seminar format. **3 hrs.**

HIST 370 Youth Revolution in China
Youth Revolution in China: This course examines the role young people played in shaping China's modern revolutionary period (1850-present). Readings include primary and secondary materials in translation. The course relies as well on the analysis of film, music, and artistic representations. Classroom discussion and a semester research project are required. **3 hrs.**

HIST 386 American Capitalism
American Capitalism: This course in business and history investigates the origins, dynamics, structures, and trajectories of American capitalism from its birth during the Industrial Revolution of the 1700s until today. While this course focuses on American capitalism as an economic and social system, it also studies the ways in which American capitalism shapes, and is shaped by, the wider American experience. Prerequisite: History 204. **3 hrs.**

HIST 389 Topics in US History
Topics in US History: Topics are announced annually. *Repeatable for a total of 6 hrs.* **3 hrs.**

HIST 391 Topics in World History
Topics in World History: Topics are announced annually. Repeatable for a total of 6 hours. **3 hrs.**

HIST 392 American Women
American Women: Derived from primary sources of women themselves, this study examines the central role of women in U.S. history. The study focuses on the period 1830 to the present, with particular attention given to race, region and class. **3 hrs.**

HIST 449 Directed Readings
Directed Readings: Independent investigation of a topic through a program of directed readings. There will be an interpretive paper and oral examination conducted by department members. Open to majors with a B average in history after departmental approval of the topic. *Repeatable for a total of 6 hrs.* **1-3 hrs.**

HIST 450 Independent Study
Independent Study: Independent investigation of a topic through the writing of a research paper; oral examination conducted by department members. Open to majors with a B average in history after departmental approval of the topic or project. *Repeatable for a total of 6 hrs.* **1-3 hrs.**

HIST 495 Masterworks
Masterworks: Masterworks is the History Department's "capstone" course and is required of all history majors. All history majors conclude their study of history by creating a serious history project, such as a paper, a literature review, or some other project approved by the history faculty. Each student will complete this work under the personal guidance of the Queens history faculty and present this work both to the faculty and to other history students. Students in this course must also submit a portfolio of other work completed during their history study. This course is taken in conjunction with an upper-level history course, and must be taken by history majors as they complete their last 12 credit hours in history. Prerequisite: History 311; permission of the department. **3 hrs.**

HEALTH

HLTH 200 Introduction to Public Health
Introduction to Public Health: This course examines the many dimensions of the field of public health and ways in which the public's health is protected. Students will study the variety of ways social, economic, and political pressures influence the health of populations. Some of the current ethical public health dilemmas in which the rights of the person come into conflict with the rights of the society are explored. This course is designed as the first course in the Public Health Minor and designed to be taken in the student's second year of full-time study. **3 hrs.**

HLTH 300 Introduction to Epidemiology
Introduction to Epidemiology: This course provides the student with a basic understanding of the patterns and determinants of disease in population. It also provides an understanding of epidemiologic methods and provides a framework for understanding the role of epidemiology in preventive and clinical medicine, disease investigation, program evaluation and public policy. Key concepts include: classification of disease, definitions of incidence and prevalence, concepts of rates, disease causation and outbreak investigation, study design, cohort studies, case-control studies, experimental studies, life tables, and screening. At the conclusion of the course, students should have a greater appreciation for the role of the epidemiologic method and be able to evaluate a basic epidemiologic study, including how the study's goals and research questions relate to the design, data measurements, and final interferences to disease causation. **3 hrs.**

HLTH 328 Structure & Function US Healthcare
Structure and Function of the U.S. Healthcare System: A critical examination of the healthcare system in the United States, building from an introduction covering local, state, national, international, public, for-profit, and not-for-profit dimensions of this complex system. Historical, sociopolitical, cultural and economic factors and implications for consumer and healthcare professionals are explored. Prerequisites: ENGL 110 and 120. **3 hrs.**

GRADUATE COURSES

HLTH 618 Healthcare Structure & Policy
Healthcare Structure and Policy: This course provides a critical analysis of the healthcare system in the United States and study of healthcare policy development and implementation. Students will examine local, state, and national levels of organizations and public, for-profit, and not-for-profit approaches to healthcare. Historical, social, political, cultural and economic factors and implications for consumers and health professionals are explored. Students will complete a policy analysis and policy change project. **3 hrs.**

HLTH 628 Healthcare Informatics
Healthcare Informatics: This course focuses on developing an understanding of the concepts relevant to healthcare informatics and the use of information technology in healthcare organizations. A main focus is the use of computer applications to support decision making in clinical and administrative settings. Access to the World Wide Web and an email account are required. Students are not permitted to take both HLTH 628 and NURS 628. **3 hrs.**

HLTH 638 Management of Healthcare Outcomes
Management of Healthcare Outcomes: This course focuses on the evaluation and management of clinical outcomes and leadership of quality improvement efforts and challenges faced by the healthcare system. Content includes an overview of the importance of evaluating and managing the effectiveness of improving organizational and client health outcomes. Participants will look for evidence supporting outcomes in healthcare, examine health care quality and effectiveness, client outcomes, access to care, health care costs and financing, primary and managed care, new technologies, and other critical topics. At the end of the course the participants should be prepared to provide leadership on evaluation and management of healthcare outcomes. **3 hrs.**

HONORS

HONR 110 Freshman Honors Seminar
Freshman Honors Seminar: By invitation, based on high school record and test scores. This course is designed to introduce first semester freshmen to the honors program and honors work. In this course, students have an opportunity to 1) meet and work with other gifted and motivated students, and 2) sharpen analytical and research skills by investigating a variety of topics that have teased the human mind for centuries. In the course, students examine a wide ranging set of "history's mysteries," including unexplained phenomena (Stonehenge, the Bermuda Triangle), questionable existences (UFOs, the Loch Ness Monster), historical legends (the Trojan War, King Arthur), and conspiracy theories (Area 51, the Apollo Moon Landing, 9/11). **3 hrs.**

HONR 210 Honors Seminar
Honors Seminar: Offered in the fall semester, this course is an interdisciplinary seminar examining significant ideas and methods of inquiry in a variety of disciplines, centering on questions not directly addressed by other university courses. Specific topics vary from year to year and are announced in the term prior to being taught. Material is suitable for sophomore students and above. Significant levels of reading and writing are required. Course may be retaken for credit if the course topic is different. *Repeatable for a total of 9 hrs.* **3 hrs.**

HONR 220 Honors Seminar
Honors Seminar: Offered in the spring semester, this course is an interdisciplinary seminar examining significant ideas and methods of inquiry in a variety of disciplines, centering on questions not directly addressed by other university courses. Specific topics vary from year to year and are announced in the term prior to being taught. Material will be suitable for second semester freshman and above. Significant levels of reading and writing are required. Course may be retaken for credit if the course topic is different *Repeatable for a total of 9 hrs.* **3 hrs.**

HONR 310 Introduction to Honors Project
Introduction to Honors Project: HONR 310 is a group seminar course taken by all junior honors students in the fall semester. The course will initiate students to the process of generating, developing, and refining an honors-level project idea, and will serve as a workshop for students to discuss their ideas. During the semester, students will select a Thesis/Project Advisor and Committee, and with them begin developing a bibliography of readings for the research phase of the project. By the end of the semester, each student will have identified their honors thesis or project topic and have chosen an honors advisor and committee. **2 hrs.**

HONR 320 Honors Project
Honors Project: This is the first semester of focused effort on the honors thesis or project. This is an opportunity for extensive research in a field of special interest, resulting in an extended paper or final project and an oral defense before an examination committee appointed by the Honors Director in consultation with the student and the thesis advisor. By the end of this course, the student should have achieved significant progress towards completion of the honors project.

This progress may be a rough draft of the entire thesis, polished drafts of significant portions of the thesis, several pieces of art that will contribute to the Honors project, etc. **2 hrs.**

HONR 410 Honors Project
Honors Project: This course is the second and last semester of crafting the honors project. By the end of the semester, the student should have completed the honors project. **2 hrs.**

HONR 420 Honors Service
Honors Service: HONR 420 reflects the service nature of Queens. Honors students are required to "give back" with service to one of their communities (e.g., campus, civic, or academic) in ways including (but not limited to) the following: Presenting the thesis work at a conference, publishing the thesis work, presenting creative work to a university or Charlotte community audience, organizing / hosting a campus-wide honors event (e.g., seminar, community forum, guest speaker, etc.), mentoring Freshman and Sophomore honors students. *Pass/No Record.* **1 hr.**

HUMAN SERVICE STUDIES

HSS 101 Introduction to Community Services
Introduction to Community Services: This course will introduce the student to historical development of the human service profession and the models of service delivery. Topics will include the philosophy, values, concepts, language, problems and broad scope of human services, as well as exposure to various agencies and agency policies. **3 hrs.**

HSS 301 Writing for the Human Services
Writing for the Human Services: This course focuses on the skills and processes of effective writing in the Human Services profession. Intensive focus will be placed on APA style, writing objective client assessments, professional and research writing and writing for the popular press and professional workshops. Prerequisite: HSS 101, HSS 374. **3 hrs.**

HSS 306 Research Methods
Research Methods: Introduction to research methods and statistical procedures in social science. Emphasis on mastering fundamental scientific and technological skills associated with literature review, research design, data collection, data analysis, data graphics, data interpretation, and scientific writing. Particular attention to program evaluation is included. Prerequisite: PSYC 201 or SOCI 203 and MATH 106. **3 hrs.**

HSS 306L Lab in Research Methods
Lab in Research Methods: A laboratory course focused on design, analysis, and reporting of a variety of social science experiments and program evaluation. Prerequisite: PSYC 201 or SOCI 203 and MATH 106. **1 hr.**

HSS 318 Working with Individuals in Need
Working with Individuals in Need: Connecting with individuals in need requires the use of interpersonal, reflective, and assessing skills. Students will learn theory and apply skills that are facilitative to the helping relationship through both didactic and experiential methods. **3 hrs.**

HSS 322 Generalist Case Management
Generalist Case Management: Case Management is the "cornerstone of Human Services practice." This course will focus on helping diverse populations negotiate complicated Human Services systems in a variety of settings. Emphasis will be placed on client assessment, consultation, education and advocacy. Prerequisite: HSS 101. **3 hrs.**

HSS 330 Leading Psychoeducational Groups
Leading Psychoeducational Groups: This course will concentrate on the basic issues and key concepts of leading psychoeducational groups in human services settings. Particular attention will be paid to working with groups of various developmental stages, integration of helping orientations, cultural awareness issues, and working with groups from vulnerable populations. Prerequisite: HSS 101 or PSYC 201. **3 hrs.**

HSS 338 Cross Cultural Issues in HSS
Cross Cultural Issues in Human Service Studies: An in-depth look at the variety of cross-cultural issues in the contemporary U.S. Emphasis will be placed on the cultural continua of interdependence/individuality, rights and responsibilities, family construction, health, tradition/technology and nurturance/independence. Social psychological theories and applications that are relevant to understanding and responding to prejudice and discrimination will be examined. Prerequisite: HSS 101 or permission of instructor. **3 hrs.**

HSS 342 Ethical Issues in Human Services
Ethical Issues in Human Services: An overview of the ethical issues faced in the practice of Human Services in a variety of settings. Emphasis will be placed on creating sensitivity to ethical issues in the profession and to the implications of professional actions. The course will also focus on improving the students' ability to reason about ethical issues, instilling determination to act in ethical ways, and teaching tolerance of ambiguity in ethical decision making. Prerequisites: HSS 101 or permission of instructor. **3 hrs.**

HSS 345 Play Therapy
Play Therapy: This course provides foundational knowledge for using play therapeutically with children under the age of 10. Students will gain understanding about the developmental need for play therapy and play therapy theory. In addition, they will practice play therapy skills for use with the population. **3 hrs.**

HSS 350 Independent Study
Independent Study: Independent investigation of a topic through a program of directed readings or research project. Requires prior approval of the supervising professor. **1-3 hrs.**

HSS 351 Parenting in Contemporary Society
Parenting in Contemporary Society: Parenting in today's world is particularly complex. This course will provide a systemic overview of the structure and functioning of parent/child interactions. Particular attention will be paid to working with parents of various populations, and providing instruction to parent groups. Prerequisite: HSS 101. **3 hrs.**

HSS 352 Topics in HSS
Topics in Human Service Studies: Investigation of a single topic or area of human and community services. The topic may vary from term to term. May be taken more than once with different subtitles. *Repeatable for a total of 6 hrs.* **3 hrs.**

HSS 370 Pgrm Eval/Outcome Measure NonProfit
Program Evaluation and Outcome Measurement for Notnprofit Organizations: An overview of outcome and performance measurement systems used by nonprofit agencies. Emphasis will be placed on understanding issues related to choosing which needs and outcomes are measured, how they are measured, and how needs assessment outcome information is used for program creation, continuation and funding. Particular attention will be paid to completing evaluations and assessments as a HCS professional. Prerequisites: HSS 101, Math 106, HSS 306, HSS 306L. **3 hrs.**

HSS 400 Senior Seminar in HSS
Senior Seminar in HSS: The capstone course of the program. The course requires the integration of the major theories and principles from each of the preceding courses so that the student creates a defining perspective of the entire program of study. Prerequisites: HSS 101, HSS 306, and HSS 306L. **3 hrs.**

INTERDISCIPLINARY STUDIES

IDST 200 Interdisciplinary Studies
Interdisciplinary Studies: An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Credit as elective only. *Repeatable for a total of 6 hrs.* **1-3 hrs.**

IDST 201 Arts in Action
This course consists of a service opportunity In an arts organization in the Charlotte-Mecklenburg region. The service opportunity is chosen by the student in conjunction with the faculty supervisor for the Arts In Action course. Prior approval by the faculty supervisor and chair of the art department required. This course should be taken soon after declaration of the major. The number of credit hours will depend on the service commitment. Prerequisite: ART 250: Introduction to Arts Leadership & Administration. **1-3 hrs.**

IDST 300 Interdisciplinary Studies
Interdisciplinary Studies: An interdisciplinary course examining a major contemporary issue, offered in response to student and faculty interest. Credit as elective only. **3 hrs.**

IDST 301 Arts Development
Arts Development: This course explores a wide variety of funding models for arts organizations, including fundraising and community development, grants, and government revenue sources. Students will learn how to effectively use digital media as well as traditional written methods and published materials to obtain revenue for the organization as well as how to manage that revenue through budgeting processes and procedures. Prerequisite: Art 250: Introduction to Arts Leadership & Administration. **3 hrs.**

IDST 305 Leadership
Leadership: This course provides an introduction to leadership. Course discussions will include exploring the nature of leadership, the development of an understanding of leadership theories, and an overview of various styles of leadership. Discussions with community leaders will facilitate the students' creation of strategies for successful leadership and development of skills to enhance their leadership effectiveness in a variety of settings. **3 hrs.**

IDST 450 Interdisciplinary Senior Thesis
Interdisciplinary Senior Thesis: Designed primarily for students who are engaged in interdisciplinary study at the advanced level. Supervised and evaluated by the student's major advisor and at least one person from another department. Open only to seniors. Students pursuing an honors degree should plan to take Honors 320 instead of Interdisciplinary Thesis 450. **3 hrs.**

INTERNSHIPS

INTE 297 The World of Work
The World of Work: The course begins the career development process through directed professional readings, projects, and discussions. To provide a framework for practical preparation of internships, the course also facilitates self-assessment, acquisition of presentation skills, writing of resumes and cover letters and interviewing practice. This course should normally be taken during the sophomore year. INTE 297 is a prerequisite to the professional internship courses at Queens. **2 hrs.**

INTE 495 Transition to Work
Transition to Work: The Transition to Work course is a 1-hour elective course for seniors seeking a disciplined, structured approach to pursue job opportunities or gain entry into graduate shcool. Students will build on job search skills and internship

experiences to market themselves early in the senior year to create a more competitive position to achieve post graduation goals. The course will expose students to professionals and allow students to take part in interviews with organizations, take standardized tests for graduate school and complete applications for graduate school. Students will also create personal budgets, learn salary negotiation and how to evaluate company benefit packages. The assignments in this course can be tailored for any major and any career choice. This course is a course option towards the maximum 12 hours of internship allowable credits. Prerequisite: INTE 297, senior standing. *Pass/Fail.* **1 hr.**

INTE 496 Professional Internship
Professional Internship: This course enables Hayworth College students to make a strong connection between theory and practice, study and work. It is designed for a student who has significant previous work experience and hopes to gain experience and skills in a new work environment. Students will work 130 hours for 3 hours of academic credit (86 for 2 hours and 43 for 1 hour of credit). Attendance at monthly seminars, reflection papers, and a final paper and presentation are required of each student. Approval of the internship site must be given by the Blair House for Internships and Career Programs. *Pass/Fail.* **1-3 hrs.**

INTE 497 Professional Internship III
Professional Internship III: This course allows students to gain additional internship experience beyond the INTE 498 and INTE 499 courses. Students will be able to make a stronger connection between theory, practice and/or explore additional career opportunities and organizations that might be a better fit for their interests, skills and values. This course is also the option for nursing, education, music therapy and transfer students with 36 plus hours. The prerequisites for this course are INTE 498 and 499. The prerequisites for transfer students with 36 plus hours, nursing, education and music therapy majors is INTE 297. *Pass/Fail. Repeatable for a total of 12 hrs.* **1-6 hrs.**

INTE 498 Professional Internship I
Professional Internship I: This course enables students to make a strong connection between theory and practice, study and work. To enroll in INTE 498, students complete and sign a learning contract with a chosen internship site. Requirements include the completion of 86 work hours, reflective papers, and class meetings. This course should normally be taken in the fall semester of the junior year, but as long as a student has successfully completed INTE 297 they are eligible for this course. *Pass/Fail.* **2 hrs.**

INTE 499 Professional Internship II
Professional Internship II: For most students, INTE 499 is a follow up course to INTE 498, completed at the same internship site. Requirements include completion of 86 additional work hours, reflective papers, class meetings, and an oral presentation at the end of the semester. Students may choose to enroll in INTE 499 at the same time as INTE 498, or may take it separately in a semester following the completion of INTE 498. *Pass/Fail.* **2 hrs.**

INTERNATIONAL STUDIES

INTS 303 Topics in International Studies
Topics in International Studies: A rotating topics course that would permit more in-depth studies of a topic, issue or area within international studies. Course may be repeated for credit with different topics. *Repeatable for a total of 9 hrs.* **3 hrs.**

JOHN BELK INTERNATIONAL PROGRAM

JBIP 210 Study Tour Preparation
Study Tour Preparation: An interdisciplinary and interactive study of the culture, history, politics, geography, economy, society and language of the area upon which the study tour focuses. Students must make not lower than a C- (an average of 70) in this course in order to be eligible to participate in the JBIP study tour. Open only to students enrolled in the appropriate study tour. Prerequisite to participation in the study tour. Prerequisite: Junior standing and a 2.000 cumulative grade point average. **2 hrs.**

JBIP 220 Study Tour
Study Tour: The opportunity for the student to study and experience the many facets of a foreign culture through a study tour program arranged by the Belk Program Office and led by Queens faculty. Study Tours, like JBIP 210, are interdisciplinary in nature and are open to all qualified students no matter their intended major. Prerequisite: JBIP 210. *Pass/Fail.* **2-3 hrs.**

JBIP 270 Independent Study Tour
Independent Study Tour: This course offers students an opportunity to study and experience a foreign culture to those who, due to special circumstances, are unable to participate in JBIP 220. A course of study, itinerary and evaluation plan must be approved by the JBIP Director. Students will be responsible for making their own arrangements for travel, accommodations and visiting sites. Students who have been approved may apply for the Belk Scholarship. Prerequisites: students approved for this course must take a corresponding JBIP 210 course in the semester prior to their international travel. *Pass/No Record.* **1-3 hrs.**

LANGUAGES - OTHER

LANG 101 Elementary Foreign Language I
Elementary Foreign Language I: Fundamentals of grammar and phonetics, reading, writing and conversation of target language. This course will be offered on a rotating topics basis as demand and faculty with sufficient credentials dictate. May be

repeated with different topics. *Repeatable for a total of 36 hrs.* **3 hrs.**

LANG 102 Elementary Foreign Language II
Elementary Foreign Language II: Fundamentals of grammar and phonetics, reading, writing and conversation of target language. This course will be offered on a rotating topics basis as demand and faculty with sufficient credentials dictate. May be repeated with different topics. *Repeatable for a total of 36 hrs.* **3 hrs.**

LANG 201 Intermediate Foreign Language I
Intermediate Foreign Language I: Review and more advanced study of a language with emphasis placed on structure and written and oral use. Introduction to the country's culture. May be repeated with different topics. *Repeatable for a total of 36 hrs.* **3 hrs.**

LANG 202 Intermediate Foreign Language II
Intermediate Foreign Language II: Review and more advanced study of a language with emphasis placed on structure and written and oral use. Introduction to the country's culture. May be repeated with different topics. *Repeatable for a total of 36 hrs.* **3 hrs.**

LANG 370 Topics in Foreign Lang
Topics in Foreign Language: Course designed to address a specific topic or area of a language and its target culture. Topic will be announced the semester preceding the offering. May be repeated with different topics. *Repeatable for a total of 36 hrs.* **3-9 hrs.**

MATHEMATICS

MATH 099 Basic Mathematics
Basic Mathematics: This is a developmental mathematics course including topics generally found in high school algebra II. Credit for this course may not be used toward graduation. **3 hrs.**

MATH 104 Mathematical Ideas
Mathematical Ideas: The course will explore topics selected from number theory, probability theory, topology and set theory. In addition, such areas as logic, modern geometries, chaos theory and fractals may be addressed. Throughout, unifying concepts of investigation, conjecture, counter examples and applications will be stressed. Note: This course does not prepare the student for subsequent enrollment in Introductory Statistics or Calculus. **3 hrs.**

MATH 106 Introductory Statistics
Introductory Statistics: An introduction to data analysis and statistical concepts. Interpretation and calculations for description of single variables and simple regression, basic probability, random variables, confidence intervals and tests of hypotheses. Students may be required to have access to a TI-83 or TI-83 Plus calculator or be required to work with statistics software on the computer. **3 hrs.**

MATH 110 Quantitative Business Methods
Quantitative Business Methods: A study of several key topics in mathematics that are applicable to other fields of study. Topics include linear and nonlinear functions, rates of change, mathematical systems, and finding maxima and minima. Emphasis will be placed on critical thinking and problem solving through the study of hypothetical cases and real-world problems. Math 110 and Math 105 may not both be counted toward graduation credit. **3 hrs.**

MATH 111 Precalculus
Precalculus: Topics will include functions and their graphs, exponential and logarithmic functions, trigonometric functions and equations, the theory of polynomials, systems of equations, sequences and analytic geometry. **3 hrs.**

MATH 121 Calculus I
Calculus I: An integrated treatment of analytic geometry and limits, continuity of functions, differentiation of algebraic and trigonometric functions, applications of derivatives to extreme values and curve sketching, the fundamental theorems of integral calculus, common integration techniques and applications. Prerequisite: MATH 111 or consent of the mathematics department. **4 hrs.**

MATH 209 Discrete Mathematics
Discrete Mathematics: An introductory treatment of relations, functions, set theory, Boolean algebra, logic and methods of proof, the binomial theorem, combinatorics, elements of number theory and recursion. **3 hrs.**

MATH 220 Calculus II
Calculus II: The calculus of transcendental functions, indeterminate forms and l'Hopital's rule, improper integrals, infinite sequences and series, further techniques and applications of integration, inverse trigonometric functions, polar coordinates and plane curves. Students will be required to have access to a TI-83 or TI-83 Plus calculator for this course. Prerequisite: MATH 121. **4 hrs.**

MATH 221 Calculus III
Calculus III: Vector-valued functions, multi-variable functions and their derivatives, multiple integral, alternate coordinate systems, and the theorems of Green and Stokes. Students will be required to have access to a TI-83 or a TI-83 Plus calculator for this course. Prerequisite: MATH 220. **3 hrs.**

MATH 303 Linear Algebra
Linear Algebra: Coordinate geometry, vectors and three-dimensional geometry, matrices and determinants, linear transformations. Prerequisite: MATH 121. **3 hrs.**

MATH 304 Geometry
Geometry: Modern approach to the study of Euclidean and non-Euclidean geometries, including incidence

and affine geometries; designed especially for students preparing to teach. Prerequisite: MATH 121. **3 hrs.**

MATH 311 Differential Equations
Differential Equations: This course is designed to introduce the student to differential equations and their applications. In addition to studying the theoretical aspects of differential equations, students will also examine numerical methods and solutions with the use of the existing computer facilities and software. Prerequisite: MATH 220. **3 hrs.**

MATH 320 Probability & Statistics
Probability and Statistics: A first course in both probability and statistics. Topics include a rigorous mathematical approach to probability laws, conditional probability, the concept of independence, random variables, discrete and continuous distributions, sampling, statistical inference, central limit theorem, and hypothesis testing. Practical application will be explored using the SPSS computer statistics package. Prerequisites: MATH 220. **3 hrs.**

MATH 380 Mathematical Finance
Mathematical Finance: A mathematical approach to the theory of finance including theory of interest, risk and return, insurance models, valuing investments and financial derivatives. Prerequisites: MATH 220. **3 hrs.**

MATH 401 Modern Algebra I
Modern Algebra I: Introduction to abstract algebra. Topics include basic properties of integers, permutation groups, subgroups, quotient groups, group isomorphisms and homomorphism, rings and ideals. This course fulfills the writing-intensive course requirement. Prerequisite: MATH 303. **4 hrs.**

MATH 410 Mathematical Probability
Mathematical Probability: This course investigates both the mathematical theory behind the study of probability as well as its use in modeling stochastic behavior. Topics include moment generating functions, expectation, stochastic processes, multivariate distributions, variance and covariance. Prerequisites: MATH 221, MATH 320. **3 hrs.**

MATH 415 Intro to Real Variable Theory
Introduction to Real Variable Theory: Careful axiomatic development of the real number system, limits of functions and real sequences, continuity, theory of differentiation and integration. Prerequisite: MATH 221. **3 hrs.**

MATH 417 Introduction to Complex Analysis
Introduction to Complex Analysis: Development of the theory of complex numbers and functions, power series, Cauchy's theorem and applications, harmonic functions and conformal mapping. Prerequisite: MATH 221. **3 hrs.**

MATH 420 Mathematical Statistics
Mathematical Statistics: This course investigates both the mathematical theory behind the study of statistics as well as its use as a tool of inference. Topics include curve fitting, multiple regression, ANOVA, inference tests, properties of estimators and further exploration of the SPSS statistics package. Prerequisites: MATH 221, MATH 320. **3 hrs.**

MATH 430 Topics in Mathematics
Topics in Mathematics: This course provides the opportunity for a faculty member and a group of interested students to study a subject that is not offered on a regular basis in the curriculum. Topics are announced annually. May be repeated for credit under different subtitles. May vary with topic. Lecture hours vary with the hours credit and the course taught. **1-4 hrs.**

MATH 450 Independent Study
Independent Study: MATH 450 Independent Studies in Mathematics Research projects in the area of the student's interest; written report will be required. May be repeated for credit. Prerequisite: Open to mathematics majors with at least junior standing. **1-3 hrs.**

MATH 490 Actuarial Science
Actuarial Science: This course connects the topics studied in other courses to the discipline of actuarial science by studying various applications. In addition, the course will help to prepare the student for the entry-level actuarial science exam. Prerequisites: MATH 410, MATH 420. **3 hrs.**

MATH 496 Senior Thesis Preparation
Senior Thesis Preparation: Each student will be assigned an advisor from the mathematics faculty, with whose guidance the student will read in a mathematical area and select the topic for the paper or project to be completed in the following semester. A grade of K will be assigned for MATH 496 until MATH 497 has been completed. Prerequisite: Junior or senior standing. **1 hr.**

MATH 497 Senior Thesis
Senior Thesis: Each student will complete the project for which preparatory work was done during the previous semester. The project will be presented to an audience of peers and instructors and a written version of the paper may be housed in the library. Prerequisite: MATH 496. **2 hrs.**

EXECUTIVE COACHING

GRADUATE COURSES

MSEC 605 Coaching Theories and Practice
Coaching Theories and Practice: This course examines organizational coaching and surveys the foundational disciplines on which the practice of organizational coaching is based, applicable theories and methods. Coaching is explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. Students will develop coaching skills through in-class and out-of-class practice. **3 hrs.**

MSEC 610 Human Development & Leadership
Human Development and Leadership: The primary objective of this course is to provide a contextual overview of human development and leadership from historical, intercultural, personal, and practitioner perspectives. The focus will be on human development and leadership theory and practice including adult development and learning, value clarification and ethical decision-making, career development and leadership. The course design is experiential and integrative, building on key knowledge, skills, and competencies by facilitating the development of the students' own leadership philosophy, style, and demonstrated effectiveness. The course is grounded in the importance of self-awareness in facilitating personal and professional development. **3 hrs.**

MSEC 615 Understanding & Applying Research
Understanding and Applying Research: This course serves as an introduction to graduate study in Executive Coaching and provides students with a foundation for scholarly research. This course introduces students to applied research methods, statistics, quantitative and qualitative analyses. Special focus is given to research methods utilized in the social sciences, the philosophy of research, issues in applied and action research, problem formulation, research design, sampling theory, data collection methods, data analysis, the interpretation of quantitative and qualitative data, the organization and presentation of research findings, and report writing. Emphasis is given to evaluating, interpreting, and analyzing published research. **3 hrs.**

MSEC 620 Interpersonal & Cross Cultural Comm
Interpersonal and Cross Cultural Communication: This course focuses on the study and application of communication theory in the context of interpersonal interactions-one-on-one, groups, teams as well as in-person, and mediated. Topics to be covered include language usage, nonverbal communication, listening, and conflict management. This course examines the role of communication in creating and maintaining stereotypical differences based on sex, sexual orientation, race, ethnicity, and position or role in interpersonal relationships in organizational settings. In addition, this course designed to assist students in acquiring the knowledge and skills necessary to establish rapport and achieving other responses they desire in interactions with people from different cultures and identity groups. **3 hrs.**

MSEC 625 Applied Assessments & Measurement
Applied Assessments and Measurement: This course prepares the student to plan, implement, and/or evaluate the results of an assessment for an executive and team coaching interventions. It introduces the variety of assessment methods that are commonly used to understand the leader and the system in which the leader works from a historical, normative, and social perspective. Methods of structured interviews, standardized surveys, 360-degree feedback instruments and interviews, and other organizational assessments are introduced and applied. This course studies administration, scoring, and interpretation of commonly used instruments for the executive and team coaching assessment with emphasis on interviewing, techniques, multi-rater assessments as well as personality, behavioral, cognitive and inventories. Issues to be considered include test design and construction, validity and reliability, criteria for choosing a test, face-to-face versus online administration, cross-cultural and translation factors, ethics, and legality. **3 hrs.**

MSEC 630 Adv Coaching Theories & Practice
Advanced Coaching Theories and Practice: A survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; ethical considerations, and advance coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. **3 hrs.**

MSEC 635 Group and Team Dynamics
Group and Team Dynamics: This course focuses on the form, process, and function of small groups, with particular emphasis on work teams in the contemporary organization. A variety of theories and models are explored in the context of coaching. **3 hrs.**

MSEC 640 Business Acumen
Business Acumen: This course provides the student with an overview of essential principals and practices of business by introducing students to financial management, economics, and operations management. This course introduces the "language of business" by providing the basic concepts, principles and analytical techniques. **3 hrs.**

MSEC 645 Executive Coaching Practicum
Executive Coaching Practicum: This course provides the opportunity for students to engage in applied

coaching efforts in the field. Working independently with clients, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. **3 hrs.**

MSEC 650 Practice Development & Management
Practice Development and Management: This course introduces the concepts, methods, skills, and attitudes required for effective consultation in organizations, both from an internal and external role. Beyond a mere knowledge base, the course is designed to develop skills in dialogue and consulting, with a particular emphasis on attitude development through the application of the Action Research and Process Consultation models in an ethical context. Additional focus is on issues of practice development and management such as client identification, marketing, partnering, contracting, and client relationship management. **3 hrs.**

MSEC 675 Capstone in Executive Coaching
Capstone in Executive Coaching: The capstone course is the culmination of the program. The research and writing intensive course requires, through applied research, the integration of the major theories and principles from each of the preceding courses so that the student creates a defining perspective of the entire program of study. The preparation of an integrative project based on an applied field experience is required. **6 hrs.**

MUSIC

MUSC 010 Concert Attendance
Concert Attendance: Freshmen are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* **0 hrs.**

MUSC 011 Concert Attendance
Concert Attendance: Freshmen are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* **0 hrs.**

MUSC 020 Concert Attendance
Concert Attendance: Sophomores are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* **0 hrs.**

MUSC 021 Concert Attendance
Concert Attendance: Sophomores are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* **0 hrs.**

MUSC 030 Concert Attendance
Concert Attendance: Juniors are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* **0 hrs.**

MUSC 031 Concert Attendance
Concert Attendance: Juniors are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* **0 hrs.**

MUSC 040 Concert Attendance
Concert Attendance: Seniors are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* **0 hrs.**

MUSC 041 Concert Attendance
Concert Attendance: Seniors are required to attend six recitals or concerts on the Queens campus during the semester. *Pass/No Record.* **0 hrs.**

MUSC 100 Intro to Music
Introduction to Music: Study of the basic materials of music, survey of the important composers and examination of selected masterpieces with reference to cultural background; technical knowledge of music not necessary for enrollment. **3 hrs.**

MUSC 103 Beginning Theory and Composition I
Beginning Theory and Composition I: Beginning Theory and Composition presents fundamentals of notation, tonality, scales and modes, interval and triadic structure. Essentials of two-part writing are introduced through a general introduction to Species Counterpoint. Elementary characteristics of melodic form along with four-part writing in a homophonic style using triadic structures introduce students to formal analytic prodcures of tonal music.This course is intended for music majors, as part of a four-semester sequence. Must be taken concurrently with MUSC 103L. **3 hrs.**

MUSC 103L Theory & Composition Lab I
Theory and Composition Lab I: This laboratory allows students to aurally and visually correlate pitch with music notation through the avenue of keyboard fundamentals. Must be taken concurrently with MUSC 103. *Pass/No Record.* **1 hr.**

MUSC 104 Beginning Theory and Composition II
Beginning Theory and Composition II: Beginning Theory and Composition continues techniques of four-part writing in a homophonic style using triadic structures, seventh chords, non-harmonic tones, modulation, secondary chords. Tonal expansion is introduced through the study of pre-dominant harmonies and more complex chromatic harmonies. Traditional phrase structures are introduced. Prerequisite: MUSC 103. **3 hrs.**

MUSC 110 Fundamentals of Music
Fundamentals of Music: Basics of music theory: notation of pitch, rhythm, scales and harmony. Students will listen to music as they begin to distinguish the basic elements and will learn how to write and play some simple tunes on the keyboard. Class activities will include collaboration on a variety of instruments as theory is translated into sound. This course is appropriate for non-music majors. No previous musical experience required. **3 hrs.**

MUSC 113 SightSinging & EarTraining I
SightSinging and EarTraining I: Study and application of techniques of music reading and identification of sound. Students will begin to learn the Movable Do method of sight singing, and will work with ear training exercises for intervals, primary chord relationships, and rhythmic, melodic, and harmonic dictation at an elementary level. Prerequisite: MUSC 103. *Pass/No Record.* **1 hr.**

MUSC 114 SightSinging & EarTraining II
SightSinging and EarTraining II: Continued acquisition of skills in sight-singing and ear training. Will include the addition of dominant seventh chords, primary triads in first inversion, rhythmic exercises involving unit, division, and subdivision, and sight singing in major and minor keys with multiple sharp or flat signatures. Prerequisite: MUSC 113. *Pass/No Record.* **1 hr.**

MUSC 157 Piano Class I
Piano Class I: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 -Functional Piano I and II. Regular practice required. Prerequisites: Courses must be taken sequentially or by permission of the instructor. **1 hr.**

MUSC 158 Piano Class II
Piano Class II: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 -Functional Piano I and II. Regular practice required. Prerequisites: Courses must be taken sequentially or by permission of the instructor. **1 hr.**

MUSC 159 Piano Class III
Piano Class III: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 -Functional Piano I and II. Regular practice required. Prerequisites: Courses must be taken sequentially or by permission of the instructor. **1 hr.**

MUSC 160 Piano Class IV
Piano Class IV: Two weekly sessions of 50 minutes in which students are provided with basic introductory instruction in piano, designed to build technique, repertoire, sight-reading, harmonization, improvisation skills and ensemble playing skills. These courses serve as preparation for MUSC 395 and 396 -Functional Piano I and II. Regular practice required. Prerequisites: Courses must be taken sequentially or by permission of the instructor. **1 hr.**

MUSC 161G Applied Music Guitar
Applied Music Guitar: For non-music majors. One hour of daily practice required. Course fees may apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 161H Applied Music Harp
Applied Music Harp: For non-music majors. One hour of daily practice required. Course fees may apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 161O Applied Music Organ
Applied Music Organ: For non-music majors. One hour of daily practice required. Course fees may apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 161P Applied Music Piano
Applied Music Piano: For non-music majors. One hour of daily practice required. Course fees may apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 161S Applied Music Strings
Applied Music Strings: For non-music majors. One hour of daily practice required. Course fees may apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 161V Applied Music Voice
Applied Music Voice: For non-music majors. One hour of daily practice required. Course fees may apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 161W Applied Music Wind
Applied Music Wind: For non-music majors. One hour of daily practice required. Course fees may apply. May be repeated for credit. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 167 Beginning Guitar Class
Beginning Guitar Class: One weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is open to all students and may be repeated continuously for credit. **1 hr.**

MUSC 171G Applied Music Guitar
Applied Music Guitar: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 171H Applied Music Harp
Applied Music Harp: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 171K Applied Music Klavier
Applied Music Klavier: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 171O Applied Music Organ
Applied Music Organ: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 171P Applied Music Piano
Applied Music Piano: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 171S Applied Music Strings
Applied Music Strings: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 171V Applied Music Voice
Applied Music Voice: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 171W Applied Music Wind Instrument
Applied Music Wind Instrument: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 175 Voice Class
Voice Class: Two weekly sessions of 50 minutes each, in which students with little or no vocal training are instructed in the basic vocal principles, simple exercises and songs; regular practice is required. Open to all students; recommended for music therapy majors who will not study voice as the principal applied area. Should be taken as early as possible in the program of study. **1 hr.**

MUSC 176 Voice Class
Voice Class: Two weekly sessions of 50 minutes each, in which students with little or no vocal training are instructed in the basic vocal principles, simple exercises and songs; regular practice is required. Open to all students; recommended for music therapy majors who will not study voice as the principal applied area. Should be taken as early as possible in the program of study. **1 hr.**

MUSC 177 Symphonic Band
Symphonic Band: This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include standard band literature with a concert scheduled each semester. *Repeatable for a total of 4 hrs.* **1 hr.**

MUSC 178 Symphonic Band
Symphonic Band: This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include standard band literature with a concert scheduled each semester. *Repeatable for a total of 4 hrs.* **1 hr.**

MUSC 179 Orchestra
Orchestra: This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include literature for string orchestra with a concert scheduled each semester. *Repeatable for a total of 4 hrs.* **1 hr.**

MUSC 180 Orchestra
Orchestra: This ensemble is open to all Queens University of Charlotte students by permission of instructor. Repertoire will include literature for string orchestra with a concert scheduled each semester. *Repeatable for a total of 4 hrs.* **1 hr.**

MUSC 181G Applied Music Guitar
Applied Music Guitar: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 181H Applied Music Harp
Applied Music Harp: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 181K Applied Music Klavier
Applied Music Klavier: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 181O Applied Music Organ
Applied Music Organ: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 181P Applied Music Piano
Applied Music Piano: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 181S Applied Music Strings
Applied Music Strings: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 181V Applied Music Voice
Applied Music Voice: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 181W Applied Music Wind Instrument
Applied Music Wind Instrument: Private instruction for the first year of private collegiate study for students majoring in music or music concentrations only. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 185 Small Ensembles
Small Ensembles: Students must be proficient in their instrument to register for a small ensemble. Courses listed below may be repeated continuously for credit. (1) Small Ensemble: Accompanying or work, discussion and performance in chamber groups, sonatas, trios, quartets. (2) Piano Ensemble: Study and performance of duet and two piano literature with a member of the piano faculty. (3) Wind Ensemble: Study and/or performance of literature for woodwind and brass instruments. (4) Guitar Ensemble: Study and/or performance of ensemble music for guitar. (5) Voice Ensemble: Study and/or performance of ensemble music for voice. (6) Flute Ensemble: Study and/or performance of ensemble music for flute. (7) Improvisational Experience: This course provides experience in live music-making forums under a variety of improvisational models. Students will increase their comfort level in playing their instruments both with and without music in front of them. Prerequisite: two semesters of applied lessons at the college level or permission of instructor. *Repeatable for a total of 4 hrs.* **1 hr.**

MUSC 186 Small Ensembles
Small Ensembles: Students must be proficient in their instrument to register for a small ensemble. Courses listed below may be repeated continuously for credit. (1) Small Ensemble: Accompanying or work, discussion and performance in chamber groups, sonatas, trios, quartets. (2) Piano Ensemble: Study and performance of duet and two piano literature with a member of the piano faculty. (3) Wind Ensemble: Study and/or performance of literature for woodwind and brass instruments. (4) Guitar Ensemble: Study and/or performance of ensemble music for guitars. (5) Voice Ensemble: Study and/or performance of ensemble music for voice. (6) Flute Ensemble: Study and/or performance of ensemble music for flute. (7) Improvisational Experience: This course provides experience in live music-making forums under a variety of improvisational models. Students will increase their comfort level in playing their instruments both with and without music in front of them. Prerequisite: two semesters of applied lessons at the college level or permission of instructor. *Repeatable for a total of 4 hrs.* **1 hr.**

MUSC 187 Queens Univ of Charlotte Chorale
Queens University of Charlotte Chorale: The choral ensemble that performs for major University concerts on campus. Open to all students who enjoy and are able to sing. Repertoire includes secular and sacred choral works from the fifteenth through the twentieth centuries. Repeatable for a total of 8 hours. *Repeatable for a total of 10 hrs.* **1 hr.**

MUSC 188 Queens Univ of Charlotte Chorale
Queens University of Charlotte Chorale: The choral ensemble that performs for major University concerts on campus. Open to all students who enjoy and are able to sing. Repertoire includes secular and sacred choral works from the fifteenth through the twentieth centuries. Course may be repeated continuously for credit. *Repeatable for a total of 8 hrs.* **1 hr.**

MUSC 190 Opera Theatre
Opera Theatre: The Opera Theatre performs operas and musicals, both complete productions and scene work in a concert setting. The class is open to all students through auditions. Performances are scheduled during Term II. **1-3 hrs.**

MUSC 191 Opera Theatre
Opera Theatre: The Opera Theatre performs operas and musicals, both complete productions and scene work in a concert setting. The class is open to all students through auditions. Performances are scheduled during Term II. **1-3 hrs.**

MUSC 193 Royal Showstoppers
Royal Showstoppers: This ensemble will work from standard repertoire and perform at campus and community events as needed for public relations and entertainment purposes to satisfy particular needs of the University. (This course is an elective and does not count for ensemble credit) Admission by audition only. Course may be repeated continuously for credit. *Repeatable for a total of 5 hrs.* **1 hr.**

MUSC 194 Royal Showstoppers
Royal Showstoppers: This ensemble will work from standard repertoire and perform at campus and community events as needed for public relations and entertainment purposes to satisfy particular needs of the University. (This course is an elective and does not count for ensemble credit) Admission by audition only. Course may be repeated continuously for credit. *Repeatable for a total of 5 hrs.* **1 hr.**

MUSC 197 Queens Chamber Singers
Queens University of Charlotte Chamber Singers: A select chamber choral ensemble that performs for University and community functions. Admission by audition only; repertoire includes secular and sacred choral works designed for smaller, chamber groups from the fifteenth through the twentieth centuries. Course may be repeated continuously for credit. *Repeatable for a total of 5 hrs.* **1 hr.**

MUSC 198 Queens Chamber Singers
Queens University of Charlotte Chamber Singers: A select chamber choral ensemble that performs for University and community functions. Admission by audition only; repertoire includes secular and sacred choral works designed for smaller, chamber groups from the fifteenth through the twentieth centuries. Course may be repeated continuously for credit. *Repeatable for a total of 5 hrs.* **1 hr.**

MUSC 200 From Jazz to Rock 'N Roll
From Jazz to Rock 'N Roll: A survey of blues, jazz and rock 'n roll from the turn of the century to the last few decades of the 20th century. Important artists/composers will be studied and representative examples of the music will be experienced. **3 hrs.**

MUSC 201 Intro to World Music
Introduction to World Music: This course introduces students to the music of 10-12 non-Western countries/regions, their traditional instruments, a sample of musical events, and listening examples. Students also explore how music fits into each society and make comparisons to their own experiences. Students are taught the basic elements of Western music and given listening examples as a basis for comparison. Also included are experiences in other creative art forms of each country/region such as dance and visual art. Each section concludes with examples of music representing the fusion of each country/region and Western music. **3 hrs.**

MUSC 202 History of Musical Theater
History of Musical Theater: This course introduces the elements of music and drama, different styles of dance and the various forms of musical dramas, which influenced the creation of musical theater in the early 20th Century. A survey of musicals, beginning with the landmark work, SHOWBOAT (Kern and Hammerstein), traces the various styles of musicals from the 1920s to modern day. Students are introduced to composers, lyricists and playwrights, who defined the evolution of musical theater. The course includes attending live productions. **3 hrs.**

MUSC 203 Theory and Composition III
Theory and Composition III: Theory and Composition concludes the study of chromatic harmonies. Binary and ternary form and analysis is introduced, along with a study of basic homophonic forms including Sonata-Allegro, variation and song forms. The study of advanced compositional techniques and analysis of chormaticism within tonality is completed this semester. Prerequisite: MUSC 104. **3 hrs.**

MUSC 204 Theory & Composition IV
Theory and Composition IV: Theory and Composition IV provides an introduction to twentieth century compositional syles and techniques. Specific elements studied include pitch-class collecitons, non-tonal scale structures, serial composition, 12-tone row matrix sturctures, 20th century metric structures, new approaches to traditional formal structures and analysis techniques of newly created musical forms. Prerequisite: MUSC 203. **3 hrs.**

MUSC 207 Music in America
Music in America: A survey of music and musical practices in the United States from colonial times to the present, with particular emphasis on those inherent qualities which have permeated America's serious and popular music over the past three centuries. No musical background necessary. **3 hrs.**

MUSC 213 Sight Singing Ear Training III
SightSinging EarTraining III: Continued acquisition of skills, with the addition of secondary triads, cadential six-four triads, chromatic passing notes, and the completion and review of sight singing exercises in all major and minor keys. Prerequisite: MUSC 114. *Pass/No Record.* **1 hr.**

MUSC 214 Sight Singing Ear Training IV
SightSinging EarTraining IV: Students will build onto their sight singing skills with the addition of altered syllables (full chromatic scale), modulation, rhythmic complexity, and melodic material from the twentieth century, including the jazz idiom. MUSC 213. *Pass/No Record.* **1 hr.**

MUSC 215 Diction for Singers (Engl/Lat/Ital)
Diction for Singers (English/Latin/Italian): Two 50-minute periods weekly in which students are instructed in use of the International Phonetic Alphabet as well as the correct pronunciation of the English, Latin and Italian languages in relation to singing. Prerequisite: Previous vocal training or consent of the instructor. **1 hr.**

MUSC 216 Diction for Singers (French/German)
Diction for Singers (French/German): Two 50-minute periods weekly in which students are instructed in the correct pronunciation of the French and German languages in relation to singing. Prerequisite: MUSC 215. **1 hr.**

MUSC 271G Applied Music-Guitar
Applied Music-Guitar: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 271H Applied Music - Harp
Applied Music-Harp: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 271K Applied Music - Klavier
Applied Music - Klavier: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only.

Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 271O Applied Music - Organ
Applied Music - Organ: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 271P Applied Music - Piano
Applied Music - Piano: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 271S Applied Music - Strings
Applied Music - Strings: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 271V Applied Music - Voice
Applied Music - Voice: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 271W Applied Music-Wind Instrument
Applied Music - Wind Instrument: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 281G Applied Music Guitar
Applied Music Guitar: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 281H Applied Music Harp
Applied Music Harp: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 281K Applied Music Harpsichord
Applied Music Harpsichord: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 281O Applied Music Organ
Applied Music Organ: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 281P Applied Music Piano
Applied Music Piano: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 281S Applied Music Strings
Applied Music Strings: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 281V Applied Music Voice
Applied Music Voice: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 281W Applied Music Wind Instrument
Applied Music Wind Instrument: Private instruction for the second year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 181 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 310 Conducting
Conducting: A course designed to develop conducting skills appropriate to the performance of instrumental and choral music. Basic skills covered include the negotiation of various patterns, preparatory beats, cues, releases, etc. Prerequisite: MUSC 114. **2 hrs.**

MUSC 313 Piano Pedagogy and Literature I
Piano Pedagogy and Literature I: A survey and evaluation of piano methods and literature for use in teaching beginning, intermediate, and advanced students. Students will observe the teaching styles of several professional piano teachers. **3 hrs.**

MUSC 321 Music History and Literature I
Music History and Literature I: An historical survey of music from ancient times to the end of the Baroque Era (1750). Designed to develop a perspective of the development of music in its social-cultural context, a repertory of representative works and composers, and a technique for listening analytically and critically.

Required for music majors. Non-majors by permission only. **3 hrs.**

MUSC 322 Music History and Literature II
Music History and Literature II: Continuation of MUSC 321, covering the period from 1750 to the present. Required for music majors. This course fulfills the Writing Intensive requirement for the Music Major. Non-majors by permission only. **3 hrs.**

MUSC 324 Vocal Pedagogy and Literature I
Vocal Pedagogy and Literature I: The study of diction, its application to teaching vocal techniques; survey, evaluation, and examination of vocal literature for elementary and advanced students. Prerequisites: Permission of the instructor and one year of college-level vocal instruction. **3 hrs.**

MUSC 350 Independent Study
Independent Study: Students who have shown a particular interest in some phase of music may pursue this interest under the guidance of an appointed faculty member. Prerequisite: Permission of the department, junior or senior standing, and at least a B average in all music studies taken at Queens University of Charlotte. **1-3 hrs.**

MUSC 355 Topics: Music History & Literature
Topics: Music History and Literature: An in-depth study of a specific musical era or genre. Significant developments, genres and composers will be studied from the social and cultural context. **3 hrs.**

MUSC 371G Applied Music Guitar
Applied Music Guitar: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 371H Applied Music Harp
Applied Music Harp: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 371O Applied Music Organ
Applied Music Organ: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 371P Applied Music Piano
Applied Music Piano: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 371S Applied Music Strings
Applied Music Strings: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 371V Applied Music Voice
Applied Music Voice: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 371W Applied Music Wind Instrument
Applied Music Wind Instrument: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 381G Applied Music Guitar
Applied Music Guitar: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 381H Applied Music Harp
Applied Music Harp: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 381O Applied Music Organ
Applied Music Organ: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 381P Applied Music Piano
Applied Music Piano: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 381S Applied Music Strings
Applied Music Strings: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 381V Applied Music Voice
Applied Music Voice: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite:

MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 381W Applied Music Wind Instrument
Applied Music Wind Instrument: Private instruction for the third year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 281 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 390 Opera Workshop II
Opera Workshop II: This course is an upper class level of MUSC 190. *Repeatable for a total of 9 hrs.* **1-3 hrs.**

MUSC 391 Opera Workshop II
Opera Workshop: This course is an upper class level of MUSC 191. *Repeatable for a total of 9 hrs.* **1-3 hrs.**

MUSC 395 Functional Piano Class I
Functional Piano Class I: Includes procedures and skills for proficiency in reading, harmonization and transposition at sight as well as experience in accompanying. Open to any student with sufficient background, but designed particularly for students majoring in music therapy. The class meets for two 50-minute sessions each week. Students may exempt this course by passing an examination. This course must be repeated until required skills are mastered. Prerequisite: Sufficient background in keyboard skills, as determined by the instructor. Pre-requisite: Piano Proficiency Exam Parts I and II. *Repeatable for a total of 2 hrs.* **1 hr.**

MUSC 399 Half Recital
Half Recital: The preparation and performance of a half-recital in the major instrument. A performance examination must be passed at least 30 days before the scheduled day of performance. See the Music Department Handbook for program/recording fee. *Pass/Fail. Repeatable for a total of 2 hrs.* **1 hr.**

MUSC 400 Senior Recital
Senior Recital: The preparation and performance of a full public solo recital in the major instrument. A performance examination must be passed at least 30 days before the scheduled day of performance. See the Music Department Handbook for program/recording fee. *Pass/Fail. Repeatable for a total of 4 hrs.* **2 hrs.**

MUSC 455 Seminar in Applied Analysis
Seminar in Applied Analysis: Independent study and analysis of compositional techniques and formal styles of compositions studied in music literature and applied music classes. Prerequisites: MUSC 204, MUSC 321, and MUSC 322. **3 hrs.**

MUSC 471G Applied Music - Guitar
Applied Music - Guitar: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 471H Applied Music - Harp
Applied Music - Harp: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 471O Applied Music - Organ
Applied Music - Organ: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 471P Applied Music - Piano
Applied Music - Piano: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 471S Applied Music - Strings
Applied Music - Strings: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 471V Applied Music - Voice
Applied Music - Voice: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 471W Applied Music - Wind Instrument
Applied Music - Wind Instrument: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 481G Applied Music Guitar
Applied Music Guitar: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 481H Applied Music Harp
Applied Music Harp: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 481O Applied Music Organ
Applied Music Organ: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 481P Applied Music Piano
Applied Music Piano: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 481S Applied Music Strings
Applied Music Strings: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 481V Applied Music Voice
Applied Music Voice: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSC 481W Applied Music Wind Instruments
Applied Music Wind Instruments: Private instruction for the fourth year of private collegiate study for students majoring in music or music concentrations only. Prerequisite: MUSC 381 or permission of the instructor. Course fees may apply. *Repeatable for a total of 14 hrs.* **1-2 hrs.**

MUSIC THERAPY

MUTH 131 Freshman Music Therapy Practicum I
Freshman Music Therapy Practicum I: Freshmen music therapy majors will work weekly in the on-campus clinic with a child or young adult who has a developmental disability. Responsibilities include assessing, observing, planning co-leading and/or leading sessions, and evaluating progress of client. *Pass/Fail.* **1 hr.**

MUTH 132 Freshman Music Therapy Practicum II
Freshman Music Practicum II: Freshmen music therapy majors will work weekly in the on-campus clinic with a child or young adult who has a developmental disability. Responsibilities include assessing, observing, planning co-leading and/or leading sessions, and evaluating progress of client. *Pass/Fail.* **1 hr.**

MUTH 165 Guitar Class I
Guitar Class I: Two weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is specifically designed for the music therapy major who must pass a proficiency exam in this instrument before graduation and targets functional skills for use in a clinical setting. Prerequisite: music therapy major or permission of the instructor. **1 hr.**

MUTH 166 Guitar Class II
Guitar Class II: Two weekly session of 50 minutes in which students are instructed in the fundamentals of guitar playing. This course is specifically designed for the music therapy major who must pass a proficiency exam in this instrument before graduation and targets functional skills for use in a clinical setting. Prerequisite: MUTH165 or permission of the instructor. **1 hr.**

MUTH 171 MT Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* **1 hr.**

MUTH 181 MT Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* **1 hr.**

MUTH 212 MT Meth & Mat for Schl/Home Setting
Music Therapy Methods and Materials for School/Home-based Settings: Emphasis will be placed on selecting developmentally appropriate music therapy interventions for children ages 0 – 18 who are at-risk or have a special needs diagnosis. Students will create, arrange, and conduct appropriate therapeutic applications for children in home-based, early intervention, or school settings. Prerequisites: MUSC 103 and MUTH 217. **2 hrs.**

MUTH 217 Intro to Music Therapy
Introduction to Music Therapy: An introductory course that surveys topics on clinical responsibilities of a music therapist, children and adults served in music therapy, and techniques/ interventions used with them. Open to all students. **3 hrs.**

MUTH 231 Soph Music Therapy Practicum III
Sophomore Music Therapy Practicum III: Students continue to work with individual clients in the on-campus clinic while also working off-campus with children in special elementary classrooms. Required of all sophomore music therapy majors. **1 hr.**

MUTH 232 Soph Music Therapy Practicum IV
Sophomore Music Therapy Practicum IV: Students continue to work with individual clients in the on-campus clinic while also working off-campus with children in special elementary classrooms, Required of all sophomore music therapy majors. **1 hr.**

MUTH 271 MusTh Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* **1 hr.**

MUTH 281 MT Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* **1 hr.**

MUTH 312 MT Meth & Met Neuropsych Settings
Music Therapy Methods and Materials for Neuropsychiatric Settings: Emphasis will be placed on selecting developmentally appropriate music therapy interventions for children and adults who are in psychiatric, treatment settings, neurorehabilitation programs, and geriatric settings. Students will create, arrange, and conduct appropriate therapeutic applications targeting specific needs commonly assessed in these populations. Prerequisites: MUSC 103, MUSC 104 and MUTH 165 or equivalent. **2 hrs.**

MUTH 322 MT Methods & Materials for Medical
Music Therapy Methods & Materials for Medical Settings: Emphasis will be placed on selecting developmentally appropriate music therapy interventions for children and adults who are in medical treatment centers, including hospice. Students will create, arrange, and conduct appropriate therapeutic applications targeting assessed needs of individual patients and family members. Musical experiences and materials relevant to holistic and wellness approaches will also be explored. Prerequisites: MUSC 103, MUSC 104, and MUTH 165 or equivalent. **2 hrs.**

MUTH 331 Jr Mus Therapy Practicum V
Junior Music Therapy Practicum V: A continuation of on-campus clinic responsibilities while also working with older adults in an off-campus setting. Students are expected to assume more responsibility and independence in working with clients in both settings. **1 hr.**

MUTH 332 Jr Music Therapy Practicum VI
Junior Music Therapy Practicum VI: A continuation of on-campus clinic responsibilities while also working with older adults in an off-campus setting. Students are expected to assume more responsibility and independence in working with clients in both settings. **1 hr.**

MUTH 343 Percussion Laboratory
Percussion Laboratory: One weekly 75 minute session. Students will learn techniques of playing and teaching percussion instruments. **1 hr.**

MUTH 357 Topics in Music Therapy
Topics in Music Therapy: This course will explore physiological and psychological effects of music, age-related literature, or music as an avocational interest. Specific topics are announced annually and are open to all majors. May be repeated for credit under different titles. *Repeatable for a total of 9 hrs.* **3 hrs.**

MUTH 371 MT Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* **1 hr.**

MUTH 381 MT Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* **1 hr.**

MUTH 396 Functional Piano Class II
Functional Piano Class II: A continuation of Music 395, this course is espcially important to the music therapy student. Speical emphasis is placed on creativity and improvisation, including the ability to compose original melodies, accompaniments and short pieces extemporaneiously in a variety of moods and styles, vocally and instrumentally. A proficiency exam is given at the end of MUTH 396. *Repeatable for a total of 2 hrs.* **1 hr.**

MUTH 401 Psychology of Music I
Psychology of Music I: Music preference and ability are studied, along with physiological, cognitive and affective responses to music. Prerequisites: PSYC 201. Minimum sophomore standing. Open to all students. **3 hrs.**

MUTH 402 Psychology of Music II
Psychology of Music II: Study of observation systems and measurements as well as historical, philosophical, descriptive and experimental research related to music therapy. This course fulfills the writing-intensive requirement for the Bachelor of Music Degree in Music Therapy. Prerequisite: MUTH 401. **3 hrs.**

MUTH 409 Music in Therapy I
Music in Therapy I: Discussions of professional and ethical issues related to the profession with special emphasis placed on the use of music therapy in medical and rehabilitative settings. Assessment, behavioral objectives, treatment plans, documentation and evaluation, as well as treatment modalities and interventions are examined.. Open to music therapy juniors and seniors. **3 hrs.**

MUTH 410 Music in Therapy II
Music in Therapy II: Continuation of Music in Therapy I with special emphasis on new trends and holistic approaches in the profession. Requirements include in

depth presentations of major therapeutic approaches and comprehensive review of terminology used in all major areas of music therapy. Must be taken concurrently with MUTH 432. Prerequisite: MUTH 409. **3 hrs.**

MUTH 420 Research Seminar in Music Therapy
Research Seminar in Music Therapy: The purpose of this course is two-fold. Regular meetings and discussions are designed to keep students on track for completion of their thesis. In addition to discussion of ongoing research progress and problems, students will read and critique current literature in their area of specialization. Emphasis will be placed on research methods and design. Prerequisite: MUTH 402 for Undergraduates. Spring Term, may be repeated for credit. Spring Term. *Repeatable for a total of 2 hrs.* **1 hr.**

MUTH 431 Sr Mus Therapy Practicum VII
Senior Music Therapy Practicum VII: Seniors lead and co-lead music therapy sessions in a variety of medical and rehabilitative settings, including a general hospital, pain rehabilitation center, and with individuals in medical support groups. Must be taken concurrently with MUTH 409. **2 hrs.**

MUTH 432 Sr Mus Therapy Practicum VIII
Senior Music Therapy Practicum VIII: Seniors lead and co-lead music therapy sessions in a variety of medical and rehabilitative settings, including a general hospital, pain rehabilitation center, and with individuals in medical support groups. Must be taken concurrently with MUTH 410. **2 hrs.**

MUTH 471 MT Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* **1 hr.**

MUTH 481 MT Applied Principal Instrument
Music Therapy Applied Principal Instrument: Applied music for Music Therapy majors on their principal instrument. One hour of private weekly instruction. Course fee may apply. *Repeatable for a total of 8 hrs.* **1 hr.**

MUTH 499B Music Therapy Prof Internship
Music Therapy Professional Internship: A six-month continuous full-time affiliation with an approved clinical facility, which follows all course work. The intern will perform assigned music therapy duties under the supervision of an experienced registered music therapist. Open to music therapy majors who have completed all course work. *Pass/Fail.* **2 hrs.**

GRADUATE COURSES

MUTH 510 Improvisational Techniques
Improvisational Techniques in Music Therapy: This course introduces improvisational models and group dynamics in music therapy practice. Students will develop technical skills used in improvisation, experience interactive process-oriented music psychotherapy, and exchange ideas in a class discussion format after reviewing related music therapy literature. Spring Term. **2 hrs.**

MUTH 520 Research Seminar in Music Therapy
Research Seminar in Music Therapy: The purpose of this course is two-fold. Regular meetings and discussions are designed to keep students on track for completion of their thesis. In addition to discussion of ongoing research progress and problems, students will read and critique current literature in their area of specialization. Emphasis will be placed on research methods and design. Prerequisite: MUTH 402 for Undergraduates. Spring Term, may be repeated for credit. Spring Term. *Repeatable for a total of 2 hrs.* **1 hr.**

MUTH 540 Advanced Topics in Music Therapy
Advanced Topics in Music Therapy: This course will explore a variety of topics specific to advanced practice. Examples of topics include master's level entry and licensure in the profession, use and care of the voice in clinical practice, and music and emotion. Students will be expected to view the topic through the lens of their area of specialization. Not a regularly scheduled course; May be repeated for credit. Fall Term, Even Years on a rotating schedule. *Repeatable for a total of 6 hrs.* **2-3 hrs.**

MUTH 600 Advanced Music Therapy Practicum
Advanced Music Therapy Practicum: This is a supervised fieldwork course. Students will be placed in a complex clinical setting related to their chosen area of specialization. Expectations are for the student to follow the AMTA Standards of Practice while demonstrating professional competencies and working on advanced competencies. The student and supervisor will collaborate on a development plan that will be addressed during private supervision time. Fall Term. **2 hrs.**

MUTH 610 Music Therapy Client Assessment
Music Therapy Client Assessment: This course is designed for students to thoroughly explore this clinical competency in their area of specialization. Students will review standardized tools as well as develop their own musical assessments. Clinical application and critique will be required. Fall Term, Even Years on a rotating schedule. *Repeatable for a total of 4 hrs.* **2 hrs.**

MUTH 620 Philosophy of Music Therapy
Philosophy of Music Therapy: This course acquaints students with traditional and contemporary problems in

the philosophy of music therapy. Emphasis will be on identifying, synthesizing, comparing, and evaluating various philosophical positions and how those influence clinical practice. Students will learn to express personal ideas and the ideas of others in writing and verbal discourse. Spring Term, Odd Years. **3 hrs.**

MUTH 625 College Teaching & Measurement
Comprehensive Examination: Students must take the written exam during the semester of anticipated graduation. Students enrolled in this course will sit for written exams by three professors with content based primarily, but not exclusively, on the content of the student's graduate course of study. Contingent upon successful completion of the written exams, the student and their academic advisor will schedule an oral exam at least two weeks prior to the deadline for graduation where the student will defend his or her thesis and answer questions directly related to the individual research project. May be repeated once if earned grade is C or better. Prerequisite: Academic advisor approval. Co-requisite MUTH 655. Spring Term. *Repeatable for a total of 6 hrs.* **3 hrs.**

MUTH 640 Qualitative Research Methods
Qualitative Research Methods: This course introduces qualitative research approaches and their application to a variety of settings. Students will learn various methods for data collection and analyses including ethnography, grounded theory, case studies, and phenomenology. Basic concepts of quantitative research will also be reviewed, helping the students understand and contrast both paradigms. The course will involve designing and implementing a small-scale qualitative research project. Prerequisites: Undergraduates wishing to take this course must complete MUTH 402, PSYC 306, or SOCI 307 as a prerequisite and must obtain instructor permission. Fall Term, Odd Years. **3 hrs.**

MUTH 650 Comprehensive Examination
Comprehensive Examination: Students must take the written exam during the semester of anticipated graduation. Students enrolled in this course will sit for written exams by three professors with content based primarily, but not exclusively, on the content of the student's graduate course of study. Contingent upon successful completion of the written exams, the student and their academic advisor will schedule an oral exam at least two weeks prior to the deadline for graduation where the student will defend his or her thesis and answer questions directly related to the individual research project. May be repeated once if earned grade is C or better. Prerequisite: Academic advisor approval. Co-requisite MUTH 655. Spring Term. **0 hrs.**

MUTH 655 Specialization Thesis
Specialization Thesis: This course is a capstone course for the program. Students enrolled in this course will receive individual supervision time directed toward completion of the thesis requirement. Submission for publication and formal conference presentation of the research material is required. Co-requisite MUTH 650. Spring Term. **3 hrs.**

NATURAL SCIENCES

NSCI 101 Issues in Science
Issues in Science: This course will present issues of current interest in the sciences that are not offered on a regular basis in the curriculum. Topics are announced annually. May not count toward any science or mathematics major. May be repeated for credit under different subtitles. **3 hrs.**

NURSING

NURS 105 Medical Terminology
Medical Terminology: This course introduces the basic techniques of medical word building that can be easily understood and applied by the average student. Students are immersed in medical terminology as if learning a foreign language. Anatomical, physiological, and pathological terms, including pronunciation and meanings are introduced. Students are introduced to common medical abbreviations and common terms used to communicate within healthcare settings. Application of terms and abbreviations within the clinical setting is also included. Prerequisite: None. **3 hrs.**

NURS 191 Fundamentals of Nursing
Fundamentals of Nursing: This course introduces concepts basic to the practice of nursing. The course explores health/illness, nursing process, introduction to administration of medications, care of the perioperative client and professional accountability. The roles of the nurse and other health team members are explored as the student is introduced to the clinical setting. Basic concepts of critical thinking, nursing process, communication, holistic caring relationships, and pharmacology are the foci of student learning in the clinical setting. Physical assessment, teaching-learning principles, asepsis and documentation are also included. Professional liability fee. Nursing Lab fee. Prerequisites: currently enrolled on NC-NA I Registry, Current CPR. Corequisites: BIOL 213, ENGL 110, PSYC 201. **5 hrs.**

NURS 192 Childbearing Family Nursing
Childbearing Family Nursing: Maternity Nursing is designed to apply the nursing process to emerging family and to reproductive health problems of women. Common assessment strategies and interventions for the mother, fetus, neonate and family are explored. Nursing management of common health needs/problems are introduced. Emphasis is placed on teaching and learning principles as applied to families of culturally diverse backgrounds. Students perform various aspects of the professional nursing role while understanding trends and issues in healthcare. Students have clinical experiences with maternity,

neonatal, and gynecological clients. Professional liability fee. Clinical course fee. Prerequisites: NURS 191, BIOL 213, ENGL 110, PSYC 201. Corequisites: BIOL 214, PSYC 320, NURS 193. **4 hrs.**

NURS 193 Childrearing Family Nursing
Childrearing Family Nursing: This course focuses on application of the nursing process and holistic caring approach to the care of children and childrearing families. Theories related to life cycle events, cultural diversity, adaptation and functional health patterns are applied to healthcare needs related to high-risk newborn and the developing child and family. Emphasis is placed on accountability for the primary nurse, decision making, collaboration and clinical competence. Clinical experiences are provided in the hospital setting, in community health agencies and in the home. Focused assessments and primary, secondary and tertiary levels of healthcare are stressed. Clinical Course fee. Prerequisites: NURS 191, BIOL 213, ENGL 110, and PSYC 201. Corequisites: NURS 192, BIOL 214, and PSYC 320. **4 hrs.**

NURS 194 Adult Nursing I
Adult Nursing I: This course serves as an introduction to the study of common health problems of adults and older adults. The student will begin to develop assessment skills and critical thinking skills as they provide nursing care for adults experiencing conditions related to mental health, the older adult and adults with chronic and common health problems. Selected topics relate to mental health, diabetes, body movement, ingestion/digestion, and absorption/elimination. Clinical experiences are provided in the medical-surgical and behavioral health units and agencies. Professional liability fee. Clinical course fee. Prerequisites: NURS 192, NURS 193, BIOL 213, and BIOL 214. Corequisites: BIOL 120, and ENGL 120. **6 hrs.**

NURS 205 Nutrition
Nutrition: This course includes the basic principles of human nutrition as it applies to all life cycle stages with emphasis on nutrients and their utilization in the human body. Food patterns, availability, acceptability and safety are stressed as they relate to individuals and population groups. Open to all students. **3 hrs.**

NURS 228 Complex Adult Nursing
Complex Adult Nursing: The course is designed to help the student in developing assessment and clinical decision-making skills related to the nursing needs of patients in complex care situations. Focus is on the nursing management of the adult patient with oncologic needs and those individuals with alterations in the function of the neurological, endocrine, hematological and urological systems. Clinical practices include oncology and medical-surgical units, dialysis unit and intensive care units. Professional liability fee. Clinical course fee. Prerequisites: NURS 217, NURS 219, PSYC 320. Corequisite: NURS 240. **8 hrs.**

NURS 232 Preceptorship
Preceptorship: This course is designed to facilitate the transition from student to beginning practitioner in the discipline of nursing. Topics for discussion include socialization into the nursing role, professional trends and issues affecting contemporary nursing and healthcare. Each student is placed in preceptorship with a registered nurse in an acute care setting. The focus is on the nursing management of multiple clients. Clinical course fee. Prerequisites: All nursing and general education courses. **3 hrs.**

NURS 240 Leadership Development Studies
Leadership Development Studies: This course introduces basic principles of leadership; management and interdisciplinary team building. Other topics include conflict resolution, personal and professional accountability, healthcare ethical/legal issues, credentialing and regulation of professional practices. The student is also introduced to basic research concepts and consumerism. Healthcare trends and economics are discussed with emphasis on efficient use of resources and quality of care. Prerequisites: NURS 100, NURS 118, NURS 124, NURS 217, NURS 219, all general education requirements. Corequisite: NURS 282. **3 hrs.**

NURS 291 Adult Nursing II
Adult Nursing II: This course is designated to apply the nursing process to adults who are experiencing cardiovascular, respiratory health problems, and alterations in coping. The student will utilize concepts of critical thinking, communication and caring as they care for the adult patient. Clinical experiences will be in medical-surgical units in the acute care hospital and community mental health agencies. Professional liability fee. Clinical course fee. Prerequisites: NURS 192, NURS 193, NURS 194, BIOL 120, and ENGL 120. Corequisites: NURS 205, PSYC 304, and SOCI 203. **6 hrs.**

NURS 292 Adult Nursing III
Adult Nursing III: The course is designed to help the student in developing assessment and clinical decision-making skills related to the nursing needs of patients in complex care situations. Focus is on the nursing management of the adult patient with oncologic needs and those individuals with alterations in the function of the neurological, hematological and urological systems. Clinical practices include oncology and medical-surgical units, dialysis unit and intensive care units. Professional liability fee. Clinical course fee. Prerequisite: NURS 291. Corequisite: NURS 294. **7 hrs.**

NURS 293 Nursing Practicum/Preceptorship
Nursing Practicum/Preceptorship: This course is designed to facilitate the transition from student to beginning practitioner in the discipline of nursing. Topics for discussion include socialization into the nursing role, professional trends and issues affecting contemporary nursing and healthcare. Each student is

placed in preceptorship with a registered nurse in an acute care setting. The focus is on the nursing management of multiple clients. Clinical course fee. Prerequisites: All nursing and general education courses. **3 hrs.**

NURS 294 Nursing Leadership
Leadership Development Studies: This course introduces basic principles of leadership; management and interdisciplinary team building. Other topics include conflict resolution, personal and professional accountability, healthcare ethical/legal issues, credentialing and regulation of professional practices. The student is also introduced to basic research concepts and consumerism. Healthcare trends and economics are discussed with emphasis on efficient use of resources and quality of care. Prerequisites: NURS 191, NURS 192, NURS 193, NURS 194, NURS 291, NURS 292, all general education requirements. Corequisite: NURS 292. **3 hrs.**

NURS 301 Health Assessmnt Across Lifespan
Health Assessment across the Lifespan: Focuses on the concept of health and its holistic assessment acmong healthy individuals. Introduces the concept of evidence-based care, when needed. Selected experiences enable students to integrate knowledge and assessment skills. Lab fee. Prerequisites: BIOL 120, BIOL 313, BIOL 314. **4 hrs.**

NURS 302 Health Assessment
Health Assessment: This course focuses on the holistic assessment of healthy individuals. Selected experiences enable students to integrate knowledge and skills including observation, interview and physical examination. Offered as needed. RN to BSN students only or with permission of instructor. For ASN students in anticipation of entry into the RN-BSN program. Lab fee. Prerequisites for ASN students: BIOL 313, BIOL 314, BIOL 120, NURS 191. **3 hrs.**

NURS 305 Pathophysiology
Pathophysiology: Differentiates alterations in biophysical and energy processes and individualized human responses. Prerequisites: BIOL 120, BIOL 213, BIOL 214. **3 hrs.**

NURS 307 Concepts of Mental Health Nursing
Concepts of Mental Health Nursing: Focuses on the concept of mental well-being and its role in holistic health. Explores the interdisciplinary approach to mental health care. Synthesizes assessment and communication skills in recognizing evidence-based mental health care. Prerequisites: NURS 301, NURS 391, or permission of the program. **3 hrs.**

NURS 309 Pharmacological Interventions
Pharmacological Interventions: Practice implications of safe, competent pharmacotherapeutics in diverse patient populations across the lifespan. Prerequisite: BIOL 314, NURS 301, NURS 305, NURS 391, or permission of the program. **3 hrs.**

NURS 310 Nursing: A Practice Discipline
Nursing: A Practice Discipline: This non-clinical course focuses on the discipline of professional nursing. Concepts relevant to nursing are explored. Prerequisite: Registered Nurse and enrolled in the RN-to-BSN program or special permission from the RN-to-BSN coordinator or BSN chair. **3 hrs.**

NURS 350 Directed Study in Nursing
Directed Study in Nursing: This directed study is designed to encourage students to study a nursing topic of interest to the student and the profession. Contract objectives will be developed in consultation with a nursing faculty who will serve as mentor for the project. **1-2 hrs.**

NURS 360 Topics in Nursing
Topics in Nursing: This course is designed to investigate a current topic or specialized area of nursing. The topics will vary from term to term and will provide the student with an opportunity to study a topic that is not offered on a regular basis in the curriculum. Open to all students. **3 hrs.**

NURS 370 Concepts of Professional Nursing
Concepts of Professional Nursing: Explore the historic and current nursing profession in the health care system with emphasis on values-based practice and evidence-based care. Prerequisite: entry into the BSN program. Co-requisites: NURS 301, NURS 305. **3 hrs.**

NURS 375 Health Informatics
Health Informatics: Familiarizes students with the concepts and theories that form the foundation of healthcare and clinical information systems. Using concepts, theories, and technology, nursing students will apply health informatics to their nursing practice in a collaborative work environment. Prerequisite: computer literacy with a working knowledge of Microsoft Word (self-assessed); open to other than nursing majors with permission of the program. Co-requisites: NURS 307, NURS 396. **3 hrs.**

NURS 391 The Art & Science of Nursing I
The Art & Science of Nursing I: Establishes the basis for professional nursing practice by introducing the foundational theoretical concepts and fundamental skills integral to professional nursing practice. Clinical practice in the simulation lab and a variety of health care settings. Prerequisite: entry into the BSN program. Co-requisites: NURS 301, NURS 305. Nursing lab fee. Professional liability fee. **6 hrs.**

NURS 396 The Art & Science of Nursing II
The Art and Science of Nursing II: A description of theoretical concepts, technical skills, and practice implications integral ot the nursing care of children and families. Clinical practice in the simulation lab and a variety of acute care and community settings. Prerequisites: NURS 391, SOCI 203, and PSYC 320.

Nursing clinical lab fee. Professional liability fee. **6 hrs.**

NURS 402 Community Health Nursing
Community Health Nursing: This course examines nursing as part of the larger health care delivery system. Emphasis is on identification of health and health promotion needs of families and communities. Demographic and epidemiological data are explored to identify populations at risk. Clinical experiences are arranged with faculty. Professional liability fee and clinical course fee apply. Prerequisite: Registered nurse fully admitted to RN-to-BSN major. **6 hrs.**

NURS 432 Health, Healing and Wholeness
Health, Healing and Wholeness: This is a course designed for the clinically experienced registered nurse who is spiritually motivated to help members of a local congregation or parish interconnect the body, mind, and spirit toward the goal of health and well being. **3 hrs.**

NURS 442 Complex Nursing Situations
Complex Nursing Situations: This clinical course focuses on analysis and synthesis of concepts form nursing and the physical, social and behavioral sciences. Students refine, broaden and expand their eprspectives of nursing practice. Clinical experiences are arranged with faculty. Prerequisite: RN, NURS 402. Prerequisite/co-requisite NURS 475. **6 hrs.**

NURS 454 Nursing Perspectives
Nursing Perspectives: This course focuses on professional nursing issues that have an impact on current and future practice. Prerequisite: RNs only. **3 hrs.**

NURS 460 Independent Study
Independent Study: Independent investigation of a selected topic in nursing is accomplished through faculty mentorship. Directed readings culminate in a scholarly paper. *Repeatable for a total of 6 hrs.* **1-3 hrs.**

NURS 470 Gerontological Nursing
Gerontological Nursing: Emphasis on the nursing care of adults in contemporary health settings. Content includes current theories of gerontology and focuses on best practices in the care of older adults, with intense consideration of evidence basis for care. Prerequisites: NURS 307, NURS 309, NURS 396. **3 hrs.**

NURS 474 Research & Evidence
Research and Evidence: Students are introduced to the research process. Focus is on the use of critical thinking skills, evidence-based care, research outcomes used toward quality improvement and to promote safe, effective, therapeutic interventions. Additionally, the course will cover quantitative and qualitative research, research design, understanding statistics, and ethical issues related to evidence-based care and nursing research. Prerequisites: NURS 307, NURS 309, NURS 396. **3 hrs.**

NURS 475 Leadership Development
Leadership Development: Values of the leader and tools of management are emphasized as they pertain to the nursing profession and the health-care delivery system. Management theory and related concepts are presented for integration into professional nursing practice. Prerequisites: all 300 level nursing courses or permission of the program. **3 hrs.**

NURS 491 The Art & Science of Nursing III
The Art & Science of Nursing III: Application of theoretical concepts, technical skills, and practice implications integral to the nursing care of adults experiencing alterations in health. Clinical practice in the simulation lab and in acute care settings. Prerequisites: NURS 305, NURS 307, NURS 309, NURS 396. Nursing clinical course fees. Professional liability fee. **6 hrs.**

NURS 495 The Art & Science of Nursing IV
The Art & Science of Nursing IV: Integration of theoretical concepts, technical skills, and practice implications integral to the nursing care of adults. Utilization of increasing knowledge base with concentration on complex health issues and related illness management. Prerequisite: NURS 491. Nursing clinical course fee. Professional liability fee. **5 hrs.**

NURS 496 The Art & Science of Nursing V
The Art & Science of Nursing V: Examination of theoretical concepts and foundations for public health nursing, nursing in communities, and populations. Integration of the practice of professional nursing in public health. Clinical practice is possible in the simulation lab and in a broad array of community settings. Prerequisite: NURS 491. Nursing clinical course fee. **4 hrs.**

NURS 497 The Art & Science of Nursing VI
The Art & Science of Nursing VI: Synthesis and application of values-based practice and evidence-based care in the professional health care setting with a precepted clinical experience. Meets the North Carolina State Board of Nursing requirement of 120 hours of precepted clinical practice. This course is taken during the final semester of the program. Co-requisites: NURS 495. Nursing clinical course fee. **3 hrs.**

GRADUATE COURSES

NURS 546 Financial Mgt in Healthcare Orgs
Financial Management in Healthcare Organizations: This course examines the principles of fiscal management in terms of financial and managerial accounting to provide an understanding of generating accounting reports, as well using these reports in decision making for managers in not-for-profit settings. Financial accounting concepts include financial

statements, valuing assets/equity, costs of providing services and revenue sources. Managerial accounting concepts include operating and capital budgets, behavior of costs and use of accounting data to plan/implement/control activities of not-for-profit organizations. **3 hrs.**

NURS 612 Theoretical Foundation
Theoretical Foundation: This course focuses on the development and analysis of knowledge within nursing Theory as a foundation for nursing practice and nursing research will be examined. **3 hrs.**

NURS 615 Issues & Trends for Nurs Educator
Issues and Trends for Nurse Educators: This course examines components of the nurse educator role in academic and practice settings and personal qualities of effective teachers. **3 hrs.**

NURS 616 Health Care Administration
Healthcare Administration: This course examines fundamentals of healthcare administration including concepts of accounting, economics, finance, management, and marketing. Emphasis centers on integration of these topics into an expansive model to provide an underlying foundation for managers in healthcare settings. Prerequisites: NURS 546, BUSN 615. **3 hrs.**

NURS 620 Curriculum Bldg & Evaluation
Curriculum Building and Evaluation: This course examines the process of curriculum development in academic and practice settings including methods of program evaluation. **3 hrs.**

NURS 624 Health Policy
Health Policy: This course will focus on developing a comprehensive knowledge of how health policy is formulated, and how it impacts clinical practice and healthcare delivery. The use of the negotiation to influence the policy process will be discussed. **3 hrs.**

NURS 628 Informatics in Health Care
Informatics in Healthcare: This course focuses on developing an understanding of the concepts relevant to health care informatics and the use of information technology in healthcare organizations. A main focus is the use of computer applications to support clinical and administrative decision making. Access to the World Wide Web, and an e-mail account are required. **3 hrs.**

NURS 630 Data Interpretations
Data Interpretations: This course focuses on developing an understanding of the concepts relevant to health care informatics and the use of information technology in healthcare organizations. A main focus is the use of computer applications to support clinical and administrative decision making. Access to the World Wide Web, and an e-mail account are required. **3 hrs.**

NURS 632 Research Methods
Research Methods: This course focuses on critical analyses of research reports, research methods, and the relationship between theory, research, and evidence-based practice. **3 hrs.**

NURS 633 Teaching & Learning in Nursing Educ
Teaching and Learning in Nursing Education: This course examines the theoretical and research foundations of teaching strategies and pedagogies. Emphasizes the scholarship of teaching and learning in varies learning environments. **3 hrs.**

NURS 634 Health Care Practicum
Health Care Practicum: This is a precepted practicum course in which students apply previously learned leadership and management principles to a specific health care setting and examine how standards of professional practice and performance for nurse administrators are implemented. The course requires 168 clinical and seminar hours which can be divided over 2 semesters. Must be within 6 or fewer credit hours of graduation. *Repeatable for a total of 4 hrs.* **2-4 hrs.**

NURS 635 Tchg Methods & Outcome Assessment
Teaching Methods and Outcome Assessment: This course examines the theoretical and research underpinnings of assorted teaching strategies and methods for evaluating the effectiveness of teaching on student learning. Prerequisite: NURS 632 Research Methods. **3 hrs.**

NURS 636 Assessment & Evaluation in Nurs Edu
Assessment and Evaluation in Nursing Education: This course examines assessment and evaluation of learner outcomes in varied learning environments. **3 hrs.**

NURS 638 Leadership in Nursing Education
Leadership in Nursing Education: This course examines integral components of leadership in nursing education in varied learning environments. **3 hrs.**

NURS 644 Nurse Educator Practicum
Nurse Educator Practicum: This is a precepted practicum course in which students apply previously learned education principles by participating in all phases of the teaching role including classroom and clinical instruction in either an academic or clinical setting. The course requires 168 clinical and seminar hours which can be divided over 2 semesters. Must be within 6 or fewer credit hours of graduation to enroll. **2-4 hrs.**

NURS 650 Advanced Health Assessment
Advanced Health Assessment of Person, Family, Community: This course provides the theoretical and clinical foundation for advanced comprehensive assessment of individuals, families and communities. Lab fee. (2 didactic, 1 clinical; 75 hours clinical practice) **3 hrs.**

NURS 651 Professionalism & Ethics
Professionalism and Ethics in Clinical Leadership: This course offers the student an opportunity to grow professionally as a leader and to strengthen ethical leadership in clinical settings. Content includes theories of leadership, values clarification, ethical decision-making frameworks and processes, professional development, pluralistic leadership, self-assessment, self-reflection, and presentation of self. Using techniques and tools of personality inventory, 360-degree assessment, coaching, and mentoring, the student will develop and implement a professional development plan. Pluralistic and ethical leadership will be explored through case studies. **3 hrs.**

NURS 652 Management of Clinical Outcomes
Management of Clinical Outcomes: This course focuses on the theory and application of advanced nursing therapeutics and evaluation of their effectiveness in improving client health outcomes. Content includes pharmacotherapeutics, teaching and learning theory, risk anticipation analysis, evidence supporting both traditional and complementary therapies. (3 didactic, 1 clinical; 75 hours clinical practice) **4 hrs.**

NURS 653 Management of the Care Environment
Management of the Care Environment: This course focuses on the management of processes and resources within the clinical care environment with the goal of achieving optimal clinical and business outcomes. The clinical component is designed to provide students with an opportunity to participate in clinical microsystems management as part of a management team. (2 didactic, 1 clinical; 75 hours clinical practice) **4 hrs.**

NURS 654 Clinical Nurse Leader Residency
Clinical Nurse Leader Residency: This course is an immersion experience during which students practice implementing the Clinical Nurse Leader role. Working with preceptors, students will demonstrate leadership in managing the clinical outcomes of patients, and in managing the quality outcomes of the care environment. Clinical fee. (300 hours clinical practice). **6 hrs.**

NURS 670 Nursing Capstone Project
Nursing Capstone Project: In this individualized learning experience, students conduct a scholarly evidence-based nursing project. The course is taken in conjunction with NURS 634 or NURS 644. Must be within 6 or fewer credit hours of graduation to enroll. **1-2 hrs.**

NURS 680 Independent Study
Independent Study: This course is designed to meet individual learning needs that build on current courses in the curriculum. May be repeated for credit. **1-3 hrs.**

ORGANIZATION DEVELOPMENT

GRADUATE COURSES

ODEV 600 Leadership Development
Leadership Development: The primary objective of this course is to facilitate the development of the students' own leadership philosophy, style, and demonstrated effectiveness. The course is grounded on the importance of self-awareness in facilitating personal and professional development, and a number of personality and leadership assessments, as well as a customized 360-degree feedback report, are provided in this course. The course occurs over two sequential terms. *Pass/Fail.* **3 hrs.**

ODEV 601 Applied Research Methods
Applied Research Methods: This course serves as an introduction to graduate study in OD and provides students with a foundation for scholarly research. This course introduces students to applied research methods, statistics, quantitative and qualitative analyses. Special focus is given to research methods utilized in the social sciences which provide a fuller description and understanding of human behavior and dynamics of change in organizational life. **3 hrs.**

ODEV 602 Investment in Human Capital
Investment in Human Capital: This course provides a basic introduction to the use of financial and statistical tools in measuring the effectiveness of organization development, human resource development, talent, and human capital solutions in organizations. Participants will receive an overview of key principals of these desciplines and discuss practical means to deploy these concepts. The course will provide theoretical underpinnings and opportunities for practial experience in predicting and measuring effectiveness of human capital and change management efforts. Special attention is paid to the individual, group, and organizational dynamics of decision making in finance and accounting. **3 hrs.**

ODEV 605 Law and Ethics
Law and Ethics: This course examines the relationship between business and the complex network of state and federal laws and regulatory agencies. It is designed as a study of the legal and ethical environment of business. Topics will include the development of the law and the legal system, regulatory law and regulatory agencies, commercial law basics and the fundamentals of applied business ethics. Specialty topics will include employment and labor law, environmental law, litigation/risk management, insurance and others. No prerequisites. This course is also cross listed as BUSN 605 Law and Ethics. **3 hrs.**

ODEV 610 Managment of Organizations
Management of Organizations: This is an advanced seminar in management, which explores the emerging management paradigm and contrasts it with traditional

approaches. The course addresses the development, design, operation and control of activities necessary to generate goods and services in profit and non-profit organizations. Topics include motivation, team development, leadership and ethics, operational excellence, organizational design and structure, change, and strategy. No Prerequisites. This course is also cross lised as BUSN 610 Management of Organizations. **3 hrs.**

ODEV 625 Intro to Organization Development
Introduction to Organization Development: This course provides an overview of organizational development, including its history, ethics, literature, and the principal behavioral theories on which it is based. Analysis of the consultation process includes the skills and techniques involved in entry, contracting, organizational scanning, and preliminary diagnosis, as well as such individual and intra-group interventions coaching, process consultation, teaming, and behavior modeling. **3 hrs.**

ODEV 626 Organizational System Change
Organizational System Change: Building on ODEV 625, this advanced graduate seminar explores cutting practices and findings in the field of organization development. Students participate in an applied OD effort that includes data collection and analysis, and client feedback. Special attention will be paid to the impact of emerging trends such as innovation and complexity theory on best practices in change management. **3 hrs.**

ODEV 632 Conflict Management
Conflict Management: The purpose of this course is to examine the nature of conflict and to better understand the impact that it has on our lives. Starting with the premise that conflict is a natural part of everyday life, the goal of the course is to assist you in identifying and analyzing your conflict management style and in developing an action plan for improving your negotiation skills and for managing conflict. **3 hrs.**

ODEV 635 Interpersonal and Group Dynamics
Interpersonal and Group Dynamics: This course focuses on the study of the form, process, and function of small groups, with particular emphasis on work teams in the contemporary organization. A variety of theories and models are explored and applied. Students are expected to explore their use of self in the context of groups as well as groups at a behavioral level. No prerequisites. This course is also cross listed as BUSN 677 Interpersonal and Group Dynamics. **3 hrs.**

ODEV 640 Intro Coaching Theories & Appls
Introduction to Coaching Theories and Applications: This course examines organizational coaching and surveys the foundational disciplines on which the practice of organizational coaching is based, applicable theories and methods. Coaching will be explored as an intervention and developmental technology. Students are introduced to the practice of coaching and coaching conversation models as well as coaching-related skills including contracting, listening, questioning, designing actions, planning and goal setting, and managing progress and accountability. **3 hrs.**

ODEV 645 Adv Coaching Theories & Practice
Advanced Coaching Theories and Practice: A survey of advanced and contemporary theories in the study of organizational coaching and of the leading scholars who have made important contributions to the field. Topics will include formal and informal coaching relationships; internal and external practices; and advance coaching-related skill development. Students will develop coaching skills through in-class and out-of-class practice. Prerequisite ODEV 640. **3 hrs.**

ODEV 650 Coaching Practicum
Coaching Practicum: This course provides the opportunity for students to engage in applied coaching efforts in the field. Working independently with a client, students will provide an intensive coaching consultation. This applied field experience is a supervised practicum. Prerequisite: ODEV 640 and ODEV 645. **3 hrs.**

ODEV 653 Entrepreneurship
Entrepreneurship: This course examines the nature of the entrepreneur and the entrepreneurial process, as well as the critical ingredients in success and failure.The course explores the skills, concepts, and knowledge relevant to creating and funding a new venture. Considerable attention is given to the screening and evaluation of ideas and new business opportunities. The capabilities gained in this course apply to potential entrepreneurs interested in starting a new business, those interested in taking over an existing business, and those interested in incorporating an entrepreneurial approach in established businesses. This course is also cross listed as BUSN 653 Entrepreneurship. **3 hrs.**

ODEV 654 Personality Assessments for Work
Personality Assessments for Work: This course is a laboratory in the choice, administration, and interpretation of tests as an aid in selecting and optimizing individuals for the work force. A wide variety of personality tests will be administered to all class participants, including assessments of behavioral traits, mental abilities, physical characteristics, values, competencies, and key result areas. Issues to be considered include test design and construction, validity and reliability, criteria for choosing a test, face-to-face versus online administration, cross-cultural and translation factors, ethics, legality, and basic personality theory. All will be integrated with the Human Resource Optimization (HRO) model of personnel management. No Prerequisites. **3 hrs.**

ODEV 655 Hyper-Connected Innovation
Hyper-Connected Innovation: This course examines the need for shifting leadership approaches to develop new methods of generating value that drive growth by creating an environment of idea generation, entrepreneurship and innovation. Students will explore such topics as creative experimentation, idea emergence, information distribution, social capital, open source innovation, behavior networks, design research, viral marketing and strategic architectures. Prerequisites: None. **3 hrs.**

ODEV 656 Management Consulting
Management Consulting: This course introduces the concepts, methods, skills, and attitudes required for effective consultation in organizations, both from an internal and external role. Beyond a mere knowledge base, the course is designed to develop skill in dialogue and consulting, with a particular emphasis on attitude development through the application of the Action Research and Process Consultation models in an ethical context. Additional focus is on issues of practice development and management such as client identification, marketing, partnering, contracting, and client relationship management. This course is also cross listed as BUSN 676 Management Consulting. **3 hrs.**

ODEV 657 Transformational Change
Transformational Change: Transformation Change provides an experience of an intensive leadership development process focused on the individual becoming a more fully integrated person. Using a highly experiential approach, the course utilizes personality and leadership assessments, reflective papers and journaling to create a platform for transformational change. Special emphasis is placed on building personal resiliency with a focus on moving towards self-actualization and growth by identifying and managing an individual's unique leadership "shadow." This experience is an intensive process to promote transformational growth and breakthrough leadership development. Prerequisites: none **3 hrs.**

ODEV 663 Creative Connections
Creative Connections: This hands-on course will draw on community resources to explore the nature and universality of creativity, methods for cultivating individual creativity, and organizational frameworks for creative problem-solving. Everyone is creative, but not everyone has explored his/her creativity or made connections between individual creative interests and a business career. In an environment of rapid change, leaders must be able to find connections between seemingly disparate fields and functions and to critically assess options. Prerequisites: None **3 hrs.**

ODEV 665 International Experience
International Experience: During this course, students participate in a "hands-on" OD effort in collaboration with an international OD program in a country or countries in Europe, Asia, Africa, Latin America, or North America. Course requirements include attendance at pre-trip seminars and completion of all course assignments after the conclusion of the travel experience. **3 hrs.**

ODEV 670 Topics in Org Development
Topics in Organization Development: Special topics courses will be offered on a regular basis. The course offerings will vary by term, possible topics include Management Consulting, Organizational Resiliency, Business Continuity and Organizational Reponses to Disruptive Change. *Repeatable for a total of 18 hrs.* **3 hrs.**

ODEV 675 Capstone Practicum in Org Dev
Capstone Practicum in Organization Development: The capstone course is the culmination of the program. The research and writing intensive course requires, through applied research, the integration of the major theories and principles from each of the preceding courses so that the student creates a defining perspective of the entire program of study. The preparation of an integrative project based on a applied field experience is required. Prerequisites: All other core courses. May not be taken with another core course. **6 hrs.**

ODEV 680 Independent Study in ODEV
Independent Study in Organization Development: This course requires independent reading and investigation of literature relevant to a specific topic or area of business. Students must meet faculty supervising the study prior to registration for the course to complete the proposal for an Independent Study. The form is available in the assistant dean's office. *Repeatable for a total of 6 hrs.* **1-3 hrs.**

PHYSICAL EDUCATION

PHED 121 Beginning Tennis
Beginning Tennis: Fundamental skills of tennis (forehand, backhand, serve); emphasis on development of strokes; course for the beginner. Not open to varsity tennis players. *Pass/No Record.* **1 hr.**

PHED 123 Advanced Beginning Tennis
Advanced Beginning Tennis: Emphasis on strengthening fundamental skills. Designed for the student who has had some experience with tennis or a course in beginning tennis; singles and doubles competition in the class. Not open to varsity tennis players. *Pass/No Record.* **1 hr.**

PHED 125 Intermediate Tennis
Intermediate Tennis: Emphasis on improving fundamental skill, advanced strokes and techniques; singles and doubles competition within the class. May be repeated for credit. Not open to varsity tennis players. *Pass/No Record. Repeatable for a total of 2 hrs.* **1 hr.**

PHED 131 Beginning Modern Dance
Beginning Modern Dance: An introduction to the basic principles of rhythm, design and dynamics in modern dance; concentration on movement techniques, improvisation and dance composition. *Pass/No Record.* **1 hr.**

PHED 132 Intermediate Modern Dance
Intermediate Modern Dance: Continuation of Physical Education 131, emphasizing comprehensive study of movement techniques as applied to dance composition and improvisation. *Pass/No Record.* **1 hr.**

PHED 134 Dance Choreography & Production
Dance Choreography and Production: Experience in the choreography of dance as well as designing a dance performance. Students must have prior dance experience or permission of the instructor. May be repeated for credit. *Pass/No Record. Repeatable for a total of 2 hrs.* **1 hr.**

PHED 135 Folk & Square Dance
Folk and Square Dance: Recreational activity class in folk dance and both traditional and modern square dance. Experience in instruction for students who plan to work in elementary education, recreation and related fields. *Pass/No Record.* **1 hr.**

PHED 136 Ballet I
Ballet I: Introduction to classical ballet. May be repeated for credit. *Pass/No Record. Repeatable for a total of 2 hrs.* **1 hr.**

PHED 137 Fitness for Life
Fitness for Life: Physiological principles and components of physical fitness presented. Additional topics addressed are diet, nutrition, health habits and stress management. Students choose an individualized program that includes walking, jogging, light weight training or a combination of activities. Fitness workouts comprise three fourths of the class work, theory one fourth. May be repeated for credit. *Pass/No Record. Repeatable for a total of 2 hrs.* **1 hr.**

PHED 138 Heart Health CPR & First Aid
Heart Health, CPR and First Aid: A course designed to combine the study of Heart Health with American Red Cross CPR and First Aid. Three certifications in CPR: Adult, Infant and Child; one certification in First Aid. Fee Applies. *Pass/No Record.* **1 hr.**

PHED 139 Pilates
Pilates: Pilates is a body conditioning method that concentrates on strengthening the body's "core" (torso). Pilates seeks to build flexibility, endurance, strength and condition without adding muscle size. *Pass/No Record.* **1 hr.**

PHED 141 Weight Training
Weight Training: Principles of weight training and conditioning and their application to everyday living. Includes basis weight training skills and activities for improving fitness. Bodybuilding and power lifting will be introduced. May not be repeated for credit. *Pass/No Record.* **1 hr.**

PHED 142 Aerobic Exercise
Aerobic Exercise: Principles of physical conditioning and fitness applied to low-impact aerobic exercise. The science of exercise will be explored prior to the daily workouts. Topics studied will include strength, flexibility, cardiorespiratory endurance, and muscular endurance. Students will learn a self monitoring index which can be applied to the individual's training. *Pass/No Record.* **1 hr.**

PHED 151 Begin/Advancd Beginning Swimming
Beginning and Advanced Beginning Swmming: For the non-swimmer and beginner; basic safety skills, front crawl and elementary backstroke; opportunity to earn Red Cross certificates. *Pass/No Record.* **1 hr.**

PHED 153 Intermediate Swimming
Intermediate Swimming: Elementary back, front crawl, breast, side and back crawl strokes, safety skills; opportunity to earn Red Cross certificates. *Pass/No Record.* **1 hr.**

PHED 156 Competitive Swimming
Competitive Swimming: This course provides an opportunity for students with experience in competitive swimming to further develop their swimming skills as well as their physical fitness. *Pass/No Record.* **1 hr.**

PHED 158 Water Safety Instructor
Water Safety Instructor: Increased knowledge, judgment and teaching skill for training others to swim; Red Cross certificate. Only 1 Hr. counts toward the P.E. and graduation requirement. Fee applies. This course counts as only one Physical Education requirement. *Pass/No Record.* **2 hrs.**

PHED 159 Lifeguard Training
Lifeguard Training: In-depth study and practice of the skills and knowledge required for an individual to properly assume the responsibilities of a lifeguard at a swimming pool or a protected open-water beach. Emphasis is placed on the concern for the safety of others. Red Cross certification. Also includes Red Cross Basic First Aid and CPR-PR certification. Prerequisites: Swim 500 yards continuously using crawl, breaststroke, elementary backstroke and sidestroke; surface dive to a minimum depth of 5 feet and swim underwater for a minimum of 15 yards; tread water for one minute. Fee applies. *Pass/No Record.* **1 hr.**

PHED 161 Beginning Golf
Beginning Golf: Fundamentals of golf for those who have little or no golf skill. Course concentrates on grip, stance, club selection, etiquette and rules. Approximately one-fifth of class time is dedicated to play. Fees are paid directly to vendor. May be repeated

for credit. Not open to members of varsity golf team. *Pass/No Record. Repeatable for a total of 2 hrs.* **1 hr.**

PHED 169 Topics in Physical Education
Topics in Physical Education: This course provides an opportunity for study of various topics in the field of physical education which are not offered on a regular basis. The topics for the course will vary from term to term. May be repeated with different subtitles. No more than one hour may count towards the physical education requirement. *Pass/No Record. Repeatable for a total of 6 hrs.* **1-3 hrs.**

PHED 170 Healthful Living
Healthful Living: Healthful Living is a classroom-based course covering health and wellness topics specific to college students. Students will learn how to affectively live healthy, balanced lifestyles as it pertains to their bodies and minds. *Pass/No Record.* **1 hr.**

PHED 171 Horseback Riding
Horseback Riding: Instruction offered at three levels: beginner, intermediate and advanced; qualified students may hunt by arrangement. Fee: Please contact Department of Physical Education. May be repeated for credit. *Pass/No Record. Repeatable for a total of 2 hrs.* **1 hr.**

PHED 180 Water Aerobics
Water Aerobics: Comprehensive physical fitness program performed in the water. Nonimpact aerobics, muscular strength, flexibility, cardio-respiratory endurance, muscular endurance achieved by using water as the resistance. Swimming skills not necessary since the participant can maintain a position in the shallow end of the pool without submerging head. Ideal course for the physically impaired as well as the exercise enthusiast, since the work can be individualized. May be repeated for credit. *Pass/No Record. Repeatable for a total of 2 hrs.* **1 hr.**

PHED 181 Indoor Soccer/Basketball
Indoor Soccer and Basketball: Principles, skills, tactics and strategy for both soccer and basketball. Includes lecture, skill practice, play and skills testing for both sports. One half semester devoted to each. May be repeated for credit. Not open to varsity soccer or basketball players. *Pass/No Record. Repeatable for a total of 2 hrs.* **1 hr.**

PHED 182 Volleyball
Volleyball: Course teaches fundamental skills, rules, regulations and simple strategies. May be repeated for credit. Not open to members of the varsity volleyball team. *Pass/No Record. Repeatable for a total of 2 hrs.* **1 hr.**

PHILOSOPHY

PHIL 203 Introduction to Philosophy
Introduction to Philosophy: Introductory study of the perennial questions of philosophy and the various methods by which philosophy has tried to answer them. **3 hrs.**

PHIL 204 Introductory Logic
Introduction to Logic: A study of the major forms of reasoning: deductive, inductive, and explanatory - used in everyday life, science, and philosophy. Attention will be given to the use of logical techniques in problem-solving. **3 hrs.**

PHIL 240 Philosophy Through Film
Philosophy Through Film: This course focuses on philosophical films and the issues that they raise. Included in the course are topics and films such as The Matrix and the philosophy of mind, Eternal Sunshine of the Spotless Mind and the ethics of memory, Momento and personal identity, and The Thin Red Line and phenomenology. **3 hrs.**

PHIL 304 Contemporary Western Philosophy
Contemporary Western Philosophy: An investigation of major European and American philosophers of the 19th and 20th centuries, beginning with the existentialist thought of Kierkegaard and Nietzsche. The course will explore reactions to enlightenment thought, with emphasis on analytic philosophy and existentialism. Prerequisite: PHIL 203 or consent of the instructor. **3 hrs.**

PHIL 305 Medical Ethics
Medical Ethics: An investigation of the major ethical dilemmas arising with the life sciences. The course intends to assist students to identify, analyze and decide ethical issues in such a way that they can defend their positions to themselves and to others. Some of the issues to be investigated are abortion, death and dying, patient rights and justice in the allocation of medical resources. **3 hrs.**

PHIL 320 Philosophy of Religion
Philosophy of Religion: An investigation of the major philosophical issues involved in religious thought and experience. Topics may vary, but may include the nature of religious experience, the existence of God, faith and reason, the problem of evil, and the nature of religious language. Prerequisite: PHIL 203 or RELG 210 or consent of the instructor. **3 hrs.**

PHIL 325 Environmental Philosophy
Environmental Philosophy: This course examines key issues in environmental philosophy including the philosophical nature of the environment, environmental ethics (moral obligations to animals and ecosystems), environmental justice, environmental continental philosophy, and environmental aesthetics. Emphasis is placed on developing the ability to critically think about and articulate positions on these issues. **3 hrs.**

PHIL 330 Ancient & Medieval Philosophy
Ancient and Medieval Western Philosophy: A historical and conceptual investigation of the major texts of the Pre-Socratics, Plato, Aristotle and selected medieval thinkers, such as Augustine, and Aquinas. Prerequisite: PHIL 203 or consent of the instructor. **3 hrs.**

PHIL 334 Modern Political Thought
Modern Political Thought: This course examines and evaluates the challenge to classical, social, and political philosophy posed by such writers as Hobbes in the Leviathan, Madison in selected Federalist papers, Tocqueville in Democracy in America, Mill in On Liberty, and Weber in selections from several works. We consider the differing views of these authors on how best to construct healthy and successful political societies; the proper relation between politics and religion, and between the individual and the community; the nature of our rights; and the proper extent of human liberty and equality. This class is both a study in intellectual history and a foundational course in political theory. Sophomore standing or permission of the instructor. **3 hrs.**

PHIL 340 Contemporary Moral Issues
Contemporary Moral Issues: This course examines pressing moral issues from an array of perspectives. Traditional ethical theory (as presented by Aristotle, Mill, Kant, and Rawls) and religious ethical traditions (such as Christian, Hindu, Buddhist, Daoist, and Confucian) are used to analyze contemporary issues such as euthanasia, genomica, poverty, environmental ethics, and war. **3 hrs.**

PHIL 346 Chinese Philosophy & Religion
Chinese Philosophy and Religion: This course examines the work of China's most important philosophical and religious thinkers: Confucius, Laozi, Mencius, Zhuangzi, Mozi, and HanFeizi. The course includes a study of Daoist religion and Chinese Buddhism. Students will become familiar with and will learn to critically engage the thought of ancient China. Students may elect this course as RELG 346. Prerequisite: PHIL 203 or RELG 210. **3 hrs.**

PHIL 349 Topics in Philosophy
Topics in Philosophy: Concentrated study of a particular person, movement or issue in philosophy. Topics as proposed will be chosen by the department and approved by the educational programs and Curriculum Committee to supplement regular offerings and to cover specialized problems. Course may be repeated for credit with different subtitles. Prerequisite: PHIL 203 or consent of the instructor. Repeatable for a total of 12 Hrs. *Repeatable for a total of 12 hrs.* **3 hrs.**

PHIL 350 Directed Study in Philosophy
Directed Studies: Faculty-supervised study of an approved topic in philosophy through selected readings. To be evaluated through a weekly meeting with the instructor and a comprehensive paper. May be repeated once for credit. Open to majors in the junior or senior year, with permission of the department. *Repeatable for a total of 6 hrs.* **1-3 hrs.**

PHIL 400 Major Thinkers & Issues
Major Thinkers and Issues: Senior Capstone Course: This course is required of all majors in either the Philosophy or the Religion track. In this course, students will determine a senior project, in conjunction with the Departmental Faculty. The project should build on work done in earlier courses, but it will ideally be a paper or project of original thinking and thoughtful research. This course fulfills the writing-intensive course requirement. *Repeatable for a total of 6 hrs.* **3 hrs.**

PHYSICS

PHYS 100 Introduction to Astronomy
Introduction to Astronomy: Beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics. Prerequisites: Elementary algebra and plane geometry; Physics 101 is prerequisite to PHYS 102. Three hours lecture and three hours laboratory each week. **3 hrs.**

PHYS 101 General Physics
General Physics: Beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics. Prerequisites: Elementary algebra and plane geometry; Physics 101 is prerequisite to PHYS 102. Lab fee applies. **4 hrs.**

PHYS 102 General Physics II
General Physics II: Beginning course in physics covering the fundamental principles of mechanics, heat, sound, light, electricity and magnetism, and atomic physics. Prerequisites: Elementary algebra and plane geometry; Physics 101 is prerequisite to PHYS 102. **4 hrs.**

PHYS 121 Astronomy
Astronomy: This course is an introductory survey of some of the laws and principles which are fundamental to physical sciences such as physics, chemistry, geology and astronomy. Some of the topics studied include: The scientific Approach to Knowing, Measurement, Force and Motion, Matter and Energy; Waves, sound, and light; Atomic Structure, Chemical Properties, The Atmosphere, The Structure of the Earth, and The Solar System. This course is designed to meet the laboratory science requirement for non-science majors. No prerequisites. Lab fee applies. **4 hrs.**

POLITICAL SCIENCE

POLS 201 United States Government
United States Government: Origins and development of the constitution and the federal system; introduction to the presidency, Congress, Supreme Court; political parties and interest groups as actors in politics; conservatism and liberalism as motivating philosophies. **3 hrs.**

POLS 240 Intro to Public Policy Analysis
Introduction to Public Policy Analysis: This course is an introductory course and it is suitable for all majors. It introduces the student to basic, qualitative public policy analysis, and no formal training in statistics is necessary. It is project based, and each student will complete a comprehensive analysis of a public policy relevant to their course of study (i.e., nursing students could evaluate health policy, biology students could evaluate environmental policy, etc.). Students will be encouraged to select a local/state level policy in order to facilitate data collection. By the end of the course, students should be able to: Define and frame a policy problem; identify the key stakeholders (individuals and groups) for an issue; identify the relevant criteria needed to choose the "best" policy, including those related to political/power; identify or create alternative solutions; assess the outcome of each alternative in terms of each criterion; assess the tradeoffs between alternatives; identify barriers to implementation; recommend the best alternative; communicate recommendations and the reasoning behind them to a client/decision-maker. **3 hrs.**

POLS 250 Introduction Comparative Politics
Introduction to Comparative Politics: Introduction to the comparative study of politics. Examines the nature of contemporary political systems and explanations for how and why they vary. Examines the historical process of political change and development as well as country-specific political institutions, practices and policies. **3 hrs.**

POLS 270 Introduction to World Politics
Introduction to World Politics: Introduction to the behavior of nation-states in the contemporary world system; examination of concepts and problems regarding security, international organizations and human rights. **3 hrs.**

POLS 298 Moot Court
Moot Court: Introduction to basic legal terms and procedures. Examination of the techniques of legal arguments and the basics of writing of legal briefs. Students will be required to participate in simulated oral arguments. May be repeated once for elective credit. *Repeatable for a total of 6 hrs.* **3 hrs.**

POLS 299 Topics in Model United Nations
Topics in Model United Nations: This course is designed to give students an understanding of the United Nations and other international organizations. Students will either participate in a simulation or design and execute a simulation. The course helps develop skills in diplomacy, negotiation, writing and public speaking. May be repeated for a total of 12 hrs. elective credit, although only 3 hrs. may count towards the major. *Repeatable for a total of 12 hrs.* **3 hrs.**

POLS 300 Current Topics in Political Science
Current Topics in Political Science: The study of selected approaches to the study of political activity or specialized topics of contemporary political science research. Possible topics include political psychology, political economics and political fiction. Topics to be announced the term prior to offering. Course may be repeated for credit with different topics. **3 hrs.**

POLS 301 European Politics
European Politics: Comparative analysis of history, political culture, institutions and behavior in selected modern European nations. Examination of the role of the European Union in shaping modern Europe. Prerequisite: POLS 250 or permission of instructor. **3 hrs.**

POLS 302 African Politics
African Politics: Comparative analysis of history, political culture, institutions and behavior in selected modern African nations. Examination of various forces that have shaped modern Africa. Prerequisite: POLS 250 or permission of instructor. **3 hrs.**

POLS 303 Latin American Politics
Latin American Politics: This course introduces students to contemporary political conditions in Latin America and examines major theoretical explanations for political and economic development in the region. The course will focus on issues such as the emergence of democratic rule, efforts to create political stability, and how issues such as poverty and development affects the political process in the region. Country emphasis will vary. Prerequisite: POLS 250 or permission of the instructor. **3 hrs.**

POLS 304 Politics of the Middle East
Politics of the Middle East: The Middle East has experienced more crises and generated more political, ideological and religious controversies than any other region of the "Third World," particularly from a Western perspective. This course addresses the following question: What explains the turbulent politics of the modern Middle East? Our collective aim is to critically contemplate the wide range of explanations that have been offered to date. We begin by probing the geographical, historical, and religious contours of the Middle East. We then scrutinize the nature of contemporary politics in the region, before turning our attention to an examination of the complex relationships among economics, ethnicity, nationalism, religion, and gender relations that have influenced the lives of Middle Eastern men and women. Prerequisite: POLS 250 or permission of instructor. **3 hrs.**

POLS 306 Politics of Developing Countries
Politics of Developing Countries: Introduction to the processes of political development and change, and to problems confronting developmental efforts of an emerging nation; emphasis on selected African, Asian and Latin American nations. Prerequisite: POLS 250 or permission of instructor. **3 hrs.**

POLS 307 Asian Politics
Asian Politics: Comparative analysis of political culture, institutions and behavior in selected modern Asian states; emphasis on Japan, China, Indonesia or Malaysia, Thailand or Vietnam and India. In addition, Asian regional institutions will be considered (ASEAN, APEC, SCO). Prerequisite: POLS 250 or permission of instructor. **3 hrs.**

POLS 309 Campaigns and Elections
Campaigns and Elections: This course will focus on the procedures of campaigns and elections, past and present. It will examine the various parts of an election campaign (money, organization, strategy, use of the media) in order to gain a better understanding of how modern campaigns are run and differ from campaigns in the past. Case studies will be utilized to illustrate key concepts and ideas. The course will focus on the congressional and/or presidential campaigns in progress as the course is taught. **3 hrs.**

POLS 313 Constitutional Law& Judicial System
Constitutional Law and the Judicial System: Examines major decisions by the United States Supreme Court in areas of legislative and executive power, commerce, civil rights and civil liberties. Examines the structure and function of the American court system, its relationship to the political process, the basis for legal argument and judicial decision-making. Participation in moot court exercises required. No prerequisite. **3 hrs.**

POLS 315 Congress and the Presidency
Congress and the Presidency: Examination of the history, structures, functions and politics of the United States Congress and the Presidency including the electoral process, conflicts in decision-making, and policy outcomes. No prerequisite. **3 hrs.**

POLS 318 Politics and the Media
Politics and the Media: A look at the role of the media in American politics, the intersection and collision of interests, and how new media and 24/7 news cycle is changing the relationship between reporters, politicians and voters. **3 hrs.**

POLS 319 Politics of Immigration in the U.S.
Politics of Immigration in the United States: This course analyzes the politics of United States policy toward immigration. How does the United States government decide who is eligible to immigrate into the country? Who will be eligible for citizenship? What we should do about the millions of undocumented people who reside in the United States illegally? How should the government decide? The course takes a multidisciplinary approach to these questions, addressing the economics of immigration flows, the history of immigration to the United States, the ways in which immigration policy is decided by the United States government, and ethical issues around immigration. Film, fiction, and scholarly approaches to the topic are employed. The course may include field work – both research and service – in the immigrant community in Charlotte. **3 hrs.**

POLS 320 Ethnic, Minority & Gender Politics
Ethnic, Minority and Gender Politics: An examination of the struggle for political, social, and economic rights on the part of ethnic minorities, religious minorities, and women in America. Focus is on political struggles, past discrimination, and present inequalities. A central question of the course looks at the extent to which opportunities for success are available to all groups. **3 hrs.**

POLS 326 Contemporary US Foreign Policy
Contemporary United States Foreign Policy: Analysis of the role of the United States in contemporary world politics; emphasis upon the nature of the foreign policy-making process and the rationale, content and impact of contemporary American international action and policies. No prerequisite. **3 hrs.**

POLS 332 Politics and Society of Ireland
Politics and Society of Ireland: An examination of the various forces that have shaped modern Ireland (Northern Ireland as well as the Republic). Focus on historical, religious, geographic, cultural and political factors. Discussion of the impact of Irish emigration on the world. Analysis of contemporary issues facing Ireland (North and South). **3 hrs.**

POLS 333 Classical Political Thought
Classical Political Thought: This course introduces students to classical social and political philosophy through analysis of Plato's Republic and Aristotle's Nicomachean Ethics and Politics. It addresses enduring questions about the community, the individual, happiness, and justice. Other themes to be discussed include the ideal political order, the character of virtue or human excellence, the relationship between politics and other aspects of human life (such as economics, the family, and friendship), and the political responsibility for education. This class is both a study in intellectual history and a foundational course in political theory. Students may elect this course as HIST 333. Prerequisite: Sophomore standing or permission of the instructor. **3 hrs.**

POLS 334 Modern Political Thought
Modern Political Thought: This course examines and evaluates the challenge to classical social and political philosophy posed by such writes as Hobbes in the Leviathan, Madison in selected Federalist Papers, Tocqueville in Democracy in America, Mill in On Liberty, and Weber in selections from several works.

We consider the differing views of these authors on how best to construct healthy and successful political societies; the proper relation between politics and religion, and between the individual and the community; the nature of our rights; and the proper extent of human liberty and equality. This class is both a study in intellectual history and a foundational course in political theory. Students may elect this course as PHIL 334 or HIST 334. Prerequisite: Sophomore standing or permission of the instructor. **3 hrs.**

POLS 340 Environmental Politics
Environmental Politics: This course examines key issues in the area of environmental protection, focusing on how political actors make decisions about environmental policy. The course provides a look at the historical evolution of environmental issues, the extent of the environmental "crisis" and related moral and ethical questions. Topics include population growth, land and water protection, air quality (including ozone depletion and the greenhouse effect), the protection of animal life, and the disposal of regular, toxic and nuclear waste. **3 hrs.**

POLS 341 International Law &Organizations
International Law and Organizations: This course will focus upon the legal and policy issues raised by the development and functioning of intergovernmental organizations. It will introduce the basics of international public law and a comparative study of international organizations organized over 14 weeks. Issues relating to rulemaking, trusteeship, human rights, dispute settlement, and enforcement will be central to this course. Parallel with the discussion of these themes the focus each week will be upon a different organization, from a list including the UN, the World Bank, the International Labour Organization (ILO), the World Health Organization (WHO), the World Trade Organization (WTO), the World Intellectual Property Association (WIPO), the European Union (EU), the African Union (EU) and the Organization of American States (OAS). **3 hrs.**

POLS 342 U.S.-Latin American Relations
U. S. - Latin American Relations: This course explores the central issues in U.S. - Latin American relations: national security, economic integration, immigration, and drugs. We will examine each from the perspectives of both the U.S. and Latin America, seeking to understand the domestic and international determinants of U.S. policies toward Latin America, as well as the consequences of these policies for the region. The course begins with a brief history of U.S. policy toward Latin America. **3 hrs.**

POLS 343 China &India on World Stage Science
China and India on the World Stage Science: This course explores the contemporary evolution of Chinese and Indian international relations, their interactions with the international community and their growing prominence on the world stage. Areas to be explored will include: economic power, national security, relationship to international and regional organizations and evolving alliance structures. **3 hrs.**

POLS 345 International Human Rights
International Human Rights: This course examines the philosophical origins of international human rights, the institutional mechanisms established to promote and protect international human rights, and the contending discourses over human rights policies between states, international agencies and governmental organizations and citizen action. Case studies include Bosnia, Kosovo, Rwanda, China and Guatemala. **3 hrs.**

POLS 346 International Political Economy
International Political Economy: Examines the relationship between the state and the economy and explores the interaction of power or authority and markets. Examines whether economic activity is to benefit individual consumers, promote social welfare goals, or to maximize national power. Looks at specific issues such as globalization, competition among industrialized countries, economic development in poorer countries, the function of intergovernmental organizations, roles of multinational corporations, and the international monetary and trade systems. Prerequisite: ECON 203 Macroeconomics, or permission of instructor. **3 hrs.**

POLS 347 Global Conflict
Global Conflict: Examines the complexities of global conflict including its definition; reasons and sources of global conflict; political responses by states; legal means of addressing conflict through international and comparative law; and the difficulties of preventing conflict. The course also seeks to train students in international and comparative law and to examine issues of success and failure in addressing conflict. Course structure includes readings, discussions, internet projects, in-class projects, presentations and the use of case study methods. **3 hrs.**

POLS 349 Political Economy of North-South
Political Economy of North-South Relations: Political Economy of North-South Relations employs a political economy approach to understanding relations between countries in the developed north and the developing south. The course builds on concepts introduced in POLS 346, International Political Economy: globalization, trade and financial relations, direct foreign investment, and the role of international organizations in structuring the world economy. Emphasis is on the ways in which power asymmetries between developed and developing countries are reflected in these various areas, as well as the changing nature of north-south relationships in this era of rapidly expanding globalization. Prerequisites: ECON 203, Macroeconomics and POLS 346, International Political Economy; or permission of instructor. **3 hrs.**

POLS 350 Directed Study
Directed Study: Investigation of a specialized topic in political science through research, special instruction and assigned readings. A paper and oral or written examination by staff are required. Prerequisite: Approval of department. Cannot be used to substitute for existing courses. **3 hrs.**

POLS 370 Research Methods in Political Sci
Research Methods in Political Science: An introduction to the research scope and methods of political science. Students will learn how political scientists ask and answer fundamental questions about politics. Students will begin training in skills essential to the discipline, including how to develop manageable research questions, write literature reviews, create a workable research design (including case selection), define and make operational concepts and variables, and select appropriate data sources. **3 hrs.**

POLS 450 Independent Study
Independent Study: Opportunity for independent investigation of a topic by means of a thesis or a program of directed readings; oral examination by department members. Open to seniors with permission of the department. Cannot be used to substitute for existing courses. *Repeatable for a total of 9 hrs.* **1-3 hrs.**

POLS 460 Major Issues in Politics
Major Issues in Politics: In-depth examination of a major issue through readings, major writing assignments and class discussion. Topics vary based on faculty and student interest. Possible topics include democracy, nationalism, religion and politics, women in politics, revolution, development, the world system, environmental law, international political economy, state, and society. This course fulfills the writing-intensive course requirement. Prerequisite: Junior standing and 12 credit hours in political science, or permission of the instructor. **3 hrs.**

PSYCHOLOGY

PSYC 201 General Psychology
General Psychology: Survey of the field of psychology emphasizing the results of scientific investigations in the area of behavior. **3 hrs.**

PSYC 201L General Psychology Lab
General Psychology Laboratory: Introduction to techniques and procedures in psychological research. Students will conduct research in areas including learning, development, cognition, personality, perception and social behavior. This course must be taken either concurrently with or following the completion of PSYC 201. **1 hr.**

PSYC 300 Info Literacy in Psychology
Information Literacy in Psychology: This course is designed to provide instruction in basic literacy skills necessary to be effective in psychology. Students will receive training in searching, accessing, reading, and critically evaluating scientific databases, articles and chapters; writing APA style research reports and review papers; using SPSS, Excel, and other software programs to manipulate and analyze data; and presenting psychological research in various formats including written, graphic, and oral formats. In addition career and graduate school opportunities will be presented and reviewed. Prerequisite: PSYC 201. **3 hrs.**

PSYC 302 Psychology of Personality
Psychology of Personality: Survey of selected theories of personality and principles of personality development. Prerequisite: PSYC 201. **3 hrs.**

PSYC 303 Social Psychology
Social Psychology: Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perception and the behavior of the individual in groups. Students may elect this course as SOCI 303. Prerequisite: PSYC 201. **3 hrs.**

PSYC 303L Experimental Social Psychology
Experimental Social Psychology: Application of experimental methods to problems of social psychology such as attitude change, conformity and leadership. Special problems of research design and techniques peculiar to the area of social psychology are considered. Prerequisite: PSYC 201 and PSYC 303. Three hours laboratory per week. **1 hr.**

PSYC 304 Abnormal Psychology
Abnormal Psychology: Study of the deviant individual from both the dynamic and behavioral viewpoints. The diagnosis, etiology, treatment and prevention of maladaptive behavior are considered. Prerequisite: PSYC 201. **3 hrs.**

PSYC 305 Introduction to Counseling
Introduction to Counseling: An introduction to various theories of behavior change, including dynamic, behavioral, cognitive, humanistic and existential approaches to therapy. Individual, group and family therapies will be discussed. Prerequisite: PSYC 201 and 302 or 304. **3 hrs.**

PSYC 306 Experimental Methods in Psychology
Experimental Methods in Psychology: Study of experimental methods used to address psychological questions. Principles of research, including experimental design, uses of apparatus, and procedural and statistical control are considered. This course fulfills the writing-intensive course requirement. Prerequisite: PSYC 201 and MATH 106. This course must be taken concurrently with PSYC 306L. **3 hrs.**

PSYC 306L Experimental Psychology Lab
Experimental Psychology Laboratory: Application of techniques and procedures of psychological research including conducting experiments. Three hours

laboratory per week. Prerequisite: PSYC 201. This course must be taken concurrently with PSYC 306. **1 hr.**

PSYC 307 Experimental Psychology II
Experimental Psychology II: This course is the second of a two-part research course (following PSYC 306 and PSYC 306L). It is designed to provide students with more in depth experience in psychological research. The course includes completion of an independent research project and participation in faculty driven research projects. Students will present their research and be prepared to submit their research for publication and presentation in a regional or national venue. Graduate school preparation is an additional important part of the course. Prerequisite: PSYC 201 and successful completion of PSYC 306 and PSYC 306L. **3 hrs.**

PSYC 308 Exceptional Child
Exceptional Child: Study of problems experienced by children who deviate from normative patterns of growth and development. Prerequisite: PSYC 201 and PSYC 320 or permission of the instructor. **3 hrs.**

PSYC 310 Applied General Psychology
Applied General Psychology: Study of the abilities and limitations of humans to sense, store, process information, and act applied to the design, use and maintenance of human/machine systems including human computer interaction. **3 hrs.**

PSYC 311 Psychological Tests
Psychological Tests: Introductory study of principles of test evaluation and interpretation and consideration of examples of the major types of psychological tests in reference to these principles. Prerequisite: PSYC 201 and MATH 106. **3 hrs.**

PSYC 312 Sensation and Perception
Sensation and Perception: An introduction to the processes by which humans receive and interpret information from the environment. Sensory coding, information processing, perceptual development, perceptual illusions and psychophysical methods are among the topics discussed. Prerequisite: PSYC 201. **3 hrs.**

PSYC 314 Psychology of Learning
Psychology of Learning: An introduction to the processes by which humans receive and interpret information from the environment. Sensory coding, information processing, perceptual development, perceptual illusions and psychophysical methods are among the topics discussed. Prerequisite: PSYC 201. **3 hrs.**

PSYC 315 Lab in Conditioning and Learning
Laboratory in Conditioning and Learning: Conducting experiments in respondent and operant conditioning and in human verbal learning. Prerequisite: PSYC 201 and Prerequisite/ co-requisite: PSYC 314. Three hours laboratory per week. **1 hr.**

PSYC 316 Cognitive Psychology
Cognitive Psychology: Scientific study of mental processes involved in the acquisition, storage, retrieval and use of knowledge. This course covers theory and research in cognitive psychology as applied to topics such as attention, memory, language and problem solving. Prerequisite: PSYC 201. **3 hrs.**

PSYC 320 Developmental Psychology
Developmental Psychology: An introduction to developmental processes from conception to old age. The emphasis in the course is on developmental principles, theoretical views and recent research. Prerequisite: PSYC 201. **3 hrs.**

PSYC 328 Infant & Child Development
Infant and Child Development: An examination of the development of children from early infancy through middle childhood including various aspects of pre and post natal development. Theoretical, empirical and practical aspects of the cognitive, social, emotional, and physical development of the young child will be covered. Prerequisite: PSYC 201. **3 hrs.**

PSYC 329 Adolescent Psychology
Adolescent Psychology: Study of the psychological, biological and cultural changes accompanying adolescence, including the effect of these changes on emotional, intellectual, and social development. Prerequisite: PSYC 201. **3 hrs.**

PSYC 330 Psychology of Adulthood and Aging
Psychology of Adulthood and Aging: An examination of the factors that contribute to the psychological profile characterizing adulthood and old age, with concentration on old age. Emphasis on theories and processes underlying continuity and change with age. Included are field trips and discussion of new issues in applied research and service provision for older persons. Prerequisite: PSYC 201. **3 hrs.**

PSYC 340 Forensic Psychology
Forensic Psychology: The study of the interface between psychology and law emphasizing the application of scientific knowledge to the public sphere. The field includes the study of the cognitive behavioral dynamics of juries, eyewitness behavior and testimony, forensic implications of memory research, child custody, death penalty mitigation, the insanity defense, and legal competence. Prerequisite: PSYC 201. **3 hrs.**

PSYC 352 Topics in Psychology
Topics in Psychology: Intensive consideration of a problem in psychology. The topic for the course will vary from term to term. May be repeated with different subtitles. Prerequisite: PSYC 201. Sophomore status or above. *Repeatable for a total of 12 hrs.* **3 hrs.**

PSYC 360 Psychology of Religion
Psychology of Religion: A survey of empirical and theoretical psychological perspectives in religious experience. Students will study the research trends and theories regarding religious development, religious experience, conversion, personality and religion, and religious behavior. The insights of life-span developmental psychology, social psychology, and personality theory will be studied. Foundational assumptions necessary for a behavioral science of religion will also be considered. Prerequisite: PSYC 201. **3 hrs.**

PSYC 390 Forgiveness: Theory Resrch&Practice
Forgiveness: Theory, Research and Practice: This course will review theory and empirical research on forgiveness and its interface with social psychology, personality and development, as well as physical, mental, relational, and spiritual health. The role of forgiveness in the major world religions and philosophies will be explored. Applications of forgiveness in society, therapy, education, prevention, and wellness will be covered. Students may elect to take this course as HSS 390. Prerequisites: PSYC 201 or HSS 101. **3 hrs.**

PSYC 400 Advanced General Psychology I
Advanced General Psychology I: A restudy and synthesis of basic psychological principles. Prerequisite: PSYC 201, 21 hours of psychology courses and senior status. **3 hrs.**

PSYC 401 Advanced General Psychology II
Advanced General Psychology II: Consideration of the major issues in psychology from a dialectical perspective. Prerequisite: PSYC 201, 21 hours of psychology courses and senior status. **3 hrs.**

PSYC 404 Child/Adolescent Psychopathology
Psychopathology of Childhood: An introduction to the scientific psychological study of behavior disorders in childhood and adolescence. Students will learn to identify the most common manifestations of these disorders and to understand the various current theories of their etiology and dynamics. Disorders will be studied from several different vantage points, including the psychodynamic, family systems, socio-cultural, developmental, and biological. Prerequisites: PSYC 201 and 302 or 304, or permission of the instructor. **3 hrs.**

PSYC 406 Advanced Research Participation
Advanced Research Participation: Participation in research programs in conjunction with faculty. At the end of the term, students will present the results of their work. Prerequisites: PSYC 201, 306, 306L and permission of the instructor. Course may not be repeated for credit in the psychology major, but may be repeated one time for general college elective course. *Repeatable for a total of 12 hrs.* **1-3 hrs.**

PSYC 412 Physiological Psychology
Physiological Psychology: Introduction to the nervous system and internal environment and their effect upon behavior. Normal and abnormal conditions discussed with respect to sensation, learning, emotion and motivation. Prerequisite: PSYC 201. **3 hrs.**

PSYC 421 Organizational Psychology
Organizational Psychology: An examination of the behavioral aspects of organizations within society. Specific topics include the interrelationships between the individual and informal and formal groups; group formation, cohesiveness, conformity, norms, interpersonal communications; conflict; authority, power and influence; leadership, motivation and performance. Prerequisite: PSYC 201. **3 hrs.**

PSYC 449 Independent Research
Independent Research: Opportunity for independent investigation of topics by means of reading and/or experimentation. First term is devoted to formulating the problem, etermining its method of investigation and compiling a bibliography; second term, to collecting the data and writing a report. Prerequisite: PSYC 201 and permission of the department; also, Psychology 449 is prerequisite to Psychology 450. *Repeatable for a total of 4 hrs.* **1 hr.**

PSYC 450 Independent Research
Independent Research: Opportunity for independent investigation of topics by means of reading and/or experimentation. First term is devoted to formulating the problem, determining its method of investigation and compiling a bibliography; second term, to collecting the data and writing a report. Prerequisite: PSYC 201 and permission of the department; also, Psychology 449 is prerequisite to Psychology 450. *Repeatable for a total of 12 hrs.* **3 hrs.**

PSYC 452 Directed Reading
Directed Reading: Independent investigation of a topic through a program of directed readings; oral examination conducted by department members. Prerequisite: PSYC 201 and permission of instructor. *Repeatable for a total of 12 hrs.* **1-3 hrs.**

PSYC 455 Psychology Lab Assistant
Psychology Laboratory Assistant: Practical experience as a laboratory assistant in the department. May be repeated once for credit. Prerequisite: PSYC 201 and permission of the department. *Repeatable for a total of 12 hrs.* **1-3 hrs.**

PSYC 460 Practicum in Group Dynamics
Practicum in Group Dynamics: An introduction to group theory, research, and process. Students will examine the dynamics of human interaction in a group setting. Different aspects affecting behavior within groups will be studied including group norms, cohesion, competition and co-operation. Prerequisite: PSYC 201, Junior or Senior standing and permission of Instructor. *Repeatable for a total of 12 hrs.* **1-4 hrs.**

RELIGION

RELG 205 Old Testament: Hebrew Scriptures
The Old Testament Hebrew Scriptures: Introduction to the nature of biblical writings, to methods of Bible study, and to the history, literature and faith of the people of Israel as seen in the Old Testament. **3 hrs.**

RELG 206 The New Testament
The New Testament: Introduction to the nature of biblical writings to methods of Bible study, and to the history, literature and faith of the early Christian community as seen in the New Testament. **3 hrs.**

RELG 210 Introduction to World Religions
Introduction to World Religions: A study of the religions of the world, including prehistoric beginnings. Study will include religions indigenous to North America, Africa, India, China, Japan and the Middle East. Major emphasis will be on Judaism, Christianity and Islam as religions of the West; and Buddhism, Hinduism and Taoism as religions of the East. For Hayworth students, this course satisfies the International Issues Requirement. **3 hrs.**

RELG 306 Prophetic Religion
Prophetic Religion: The prophetic movement in Israel; context and message of major Hebrew prophets and selected minor figures; significance of the prophetic style within present-day society. Prerequisite: RELG 205 or permission of the instructor. **3 hrs.**

RELG 312 The First Christians
The First Christians: This class examines the experience of the first generations of Christians, from the age of Jesus and the apostles to the end of the Roman Empire. Some of the topics considered in this class include: the search for the "historical Jesus;" the relationships among the Christian movement, Judaism, and Greco-Roman culture; the development of Christian beliefs; the relationship between Judaism and Christianity; the experience of persecution and martyrdom; and the benefits - and costs - of the expansion of Christianity. **3 hrs.**

RELG 323 Renaissance & Reformation
Renaissance and Reformation: A study of the European World during the revolution of the Renaissance and Reformation. While the course focuses on the great cultural and religious issues of the time, it also examines the social, political and economic dimensions of these two revolutionary movements. Prerequisite: one Philosophy or Religion course, or HIST 201. Students may elect this course as HIST 306. **3 hrs.**

RELG 325 Environmental Philosophy
Environmental Philosophy: This course examines key issues in environmental philosophy including the philosophical nature of the environment, environmental ethics (moral obligations to animals and ecosystems), environmental justice, environmental continental philosophy, and environmental aesthetics. Emphasis is placed on developing the ability to critically think about and articulate positions on these issues. **3 hrs.**

RELG 343 Reading Paul's Letters
Other People's Mail: Reading Paul's Letters: A study of the New Testament letters attributed to the Apostle Paul. The approach will combine literary analysis with a socio-historical investigation of the early Christian communities addressed in these writings. Prerequisite: RELG206. **3 hrs.**

RELG 344 Christian Ethics
Christian Ethics: Historical and systemic examination of the issues in Christian ethical thought and of the problems of Christian norms for action, with special attention to major contemporary Christian theorists. Recommended: A course in New Testament. **3 hrs.**

RELG 345 Religion in America
Religion in America: Historical analysis of American leaders and movements in religion, with special attention to continuing social and theological problems. Students may elect this course as HIST 345. **3 hrs.**

RELG 346 Chinese Philosophy & Religion
Chinese Philosophy and Religion: This course examines the work of China's most important philosophical and religious thinkers: Confucius, Laozi, Mencius, Zhuangzi, Mozi, and HanFeizi. The course includes a study of Daoist religion and Chinese Buddhism. Students will become familiar with and will learn to critically engage the thought of ancient China. Students may elect this course as PHIL 346. Prerequisite: PHIL 203 or RELG 210. **3 hrs.**

RELG 347 Jesus in Ancient & Modern Media
Jesus in Ancient and Modern Media: A study of the figure of Jesus of Nazareth as portrayed in early Christian literature (including canonical and non-canonical gospels), as well as in film and other contemporary media. Students will also explore questions about the historical Jesus in light of ancient and modern depictions of him. Prerequisite: RELG206. **3 hrs.**

RELG 348 The Problem of Evil
The Problem of Evil: This course explores the various response by major religions to the problem of evil. How do theologians make sense of a world where thousands may die from natural disasters in Africa or elsewhere, where a Holocaust, genocide, and ethnic cleansing seem more and more common, and where innocent children suffer and die from diseases like cancer. Specifically, the course looks at Buddhist and Jewish (among others) and especially Christian responses to natural and moral evil, and examines classic and contemporary answers to the theodicy question: if God is good, and God created the world, where did evil come from? Readings are from the Bible, novels, autobiographies, movies, and theological

texts. Prerequisite: One philosophy or religion class, or consent of the instructor. **3 hrs.**

RELG 350 Directed Readings
Directed Readings: Faculty-supervised study of an approved topic in religion through selected readings. To be evaluated through a weekly meeting with the instructor and a comprehensive paper. Open to majors in the junior or senior year, with permission of the department. **1-3 hrs.**

RELG 351 Topics in World Religion
Topics in World Religion: The specific topic of this course will change, but it will usually focus on one of the world's major religions, like Islam, Hinduism, or a comparison of several world religions in courses like "Jesus and Buddha." Prerequisite: RELG 210. *Repeatable for a total of 12 hrs.* **3 hrs.**

RELG 352 Topics in Sacred Scripture
Topics in Sacred Scripture: The specific topic of this course will change, but it will focus on an in-depth study of a sacred scripture. An example might be a course in "Pauline Letters" or a study of the Qu'ran or the Bagavagit. Prerequisite: RELG 205, or RELG 206, or RELG 210. *Repeatable for a total of 12 hrs.* **3 hrs.**

RELG 353 Studies in Religion Culture & Ethic
Studies in Religion Culture and Ethics: The specific topic of this course will change, but it will focus on the intersections of Religion, Culture, and Ethics, broadly defined. Examples in this category might include "Religion and Literature," "Religion and Politics," and "Contemporary Spirituality." *Repeatable for a total of 12 hrs.* **3 hrs.**

RELG 400 Major Thinkers & Issues
Major Thinkers and Issues: Senior Capstone Course: This course is required of all majors in either the Philosophy or the Religion track. In this course, students will determine a senior project, in conjunction with the Departmental Faculty. The project should build on work done in earlier courses, but it will ideally be a paper or project of original thinking and thoughtful research. This course fulfills the writing-intensive course requirement. *Repeatable for a total of 6 hrs.* **3 hrs.**

SOCIOLOGY

SOCI 203 Principles of Sociology
Principles of Sociology: Basic concepts and principles of sociology; relationships and meaning of culture, society, personality and interaction; analysis of group structure and social organization. **3 hrs.**

SOCI 250 Social Issues and Problems
Social Issues and Problems: A sociological consideration of critical issues in contemporary society relating to individual deviation, social disorganization and social change; emphasis on causal factors, societal response and proposed solutions. **3 hrs.**

SOCI 303 Social Psychology
Social Psychology: Study of the behavior of the individual in society, including attitude formation and measurement, interpersonal perceptions and behavior of the individual in groups. Prerequisite: PSYC 201. Students may elect this course as PSYC 303. **3 hrs.**

SOCI 304 Marriage & The Family
Marriage and The Family: A study of the family as a social institution; types of family life; changing familial roles in contemporary society. Prerequisite: Upperclass standing or permission of the instructor. **3 hrs.**

SOCI 305 Urban Sociology
Urban Sociology: A study of the genesis, growth and spatial patterns of cities, including an analysis of the distribution and function of metropolises from an ecological perspective. Attention is also given to contemporary urban problems. **3 hrs.**

SOCI 307 Research Methods
Research Methods: Introduction to research methods and statistical procedures in social science. Emphasis on mastering fundamental scientific and technological skills associated with literature review, research design, data collection, data analysis, data graphics, data interpretation, and scientific writing. Particular attention to program evaluation is included. Prerequisite: PSYCH 201 or SOCI 203 and MATH 106. **3 hrs.**

SOCI 307L Lab in Research Methods
Lab in Research Methods: A laboratory course focused on design, analysis, and reporting of a variety of social science experiments and program evaluation. Prerequisite: PSYCH 201 or SOCI 203 and MATH 106. **1 hr.**

SOCI 316 Women in Society
Women in Society: An analysis of the female in regard to sex-role stereotyping through an examination of the status of women, cross-cultural role differences and the dynamics of socialization. **3 hrs.**

SOCI 330 Directed Individual Study
Directed Individual Study: Independent reading and investigation of the literature relevant to a specific topic in sociology. Prerequisites: Junior or senior standing, permission of the instructor, minimum GPA of 3.000. **1-3 hrs.**

SOCI 340 Social Inequality
Social Inequality: An examination of systems of social stratification; theoretical perspectives on stratification and differentiation; the interaction of class and status; consequences of class differences in modern America. **3 hrs.**

SOCI 345 Racial & Ethnic Minorities
Racial and Ethnic Minorities: Analysis of majority-minority group relations and social processes. Study of

origins and consequences of prejudice. Focuses on experience of ethnic and racial minority groups in American culture. **3 hrs.**

SOCI 350 Topics in Sociology
Topics in Sociology: Investigation of a single topic or area in sociology. The topic may vary from term to term. May be taken more than once with different subtitles. *Repeatable for a total of 6 hrs.* **3 hrs.**

SOCI 360 Great Writings in Sociology
Great Writings in Sociology: This course allows students an opportunity to explore writings by prominent sociologists from the past and present, representing the three major theoretical paradigms: structural functionalism, social-conflict, and symbolic interactionism, as well as topics of interest in the discipline. No prerequisite. **3 hrs.**

SOCI 400 Social Theory
Social Theory: An investigation of major classical and modern social theories about human interaction and the foundational elements of the social world. Emphasis will be placed on the application of theoretical concepts to a variety of contemporary research topics in sociology. Prerequisites: SOCI 203, SOCI 307 and SOCI 307L. **3 hrs.**

SOCI 411 Advanced Seminar in Sociology
Advanced Seminar in Sociology: In this capstone seminar, students will critically examine a variety of current issues that are capturing the imaginations of scholars in sociology. Examples of contemporary research in the field will serve as models for students as they complete an original research project under the direction of a faculty member. **3 hrs.**

SPANISH

SPAN 101 Elementary Spanish I
Elementary Spanish I: Presentation of basic grammatical structure with emphasis on correct oral and written use of the language; introduction to the Hispanic civilization. **3 hrs.**

SPAN 102 Elementary Spanish II
Elementary Spanish II: Presentation of basic grammatical structure with emphasis on correct oral and written use of the language; introduction to the Hispanic civilization. **3 hrs.**

SPAN 103 Spanish for Health Professionals
Introduction to Spanish for Health Professionals: Introduction to vocabulary needed in situations often encountered in the medical field. Students will increase their command of Spanish oral and written communication while using vocabulary pertinent to their expertise. Prerequisite: SPAN 101 or permission of the department. Successful completion of this course would fulfill the general education requirement in foreign language for graduation. **3 hrs.**

SPAN 220 Intermediate Spanish I
Intermediate Spanish I: Review and more advanced study of the language with the goal of preparing students for the demanding setting of upper level classes. Through the use of literature, history and culture of the 21 countries where Spanish is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguistic expression, increase aural comprehension and review grammatical structures. **3 hrs.**

SPAN 230 Intermediate Spanish II
Intermediate Spanish II: Review and more advanced study of the language with the goal of preparing students for the demanding setting of upper level classes. Through the use of literature, history and culture of the 21 countries where Spanish is spoken, students increase reading comprehension, expand vocabulary, improve both oral and written linguistic expression, increase aural comprehension and review grammatical structures. **3 hrs.**

SPAN 231 Intermediate Span for Health Care
Intermediate Spanish for Health Care: This course is designed primarily to meet the needs of Health Care Professionals and students who anticipate contact with Spanish-speaking patients. Emphasis is placed on the use of medical vocabulary as well as practical language that will be used in clinical settings. Prerequisite: SPAN 102 or permission of instructor. **3 hrs.**

SPAN 270 Intermediate Topics in Spanish
Intermediate Topics in Spanish Studies: Course designed to address a specific topic or area of Spanish/Latin American Studies at the intermediate level. Topic will be announced the semester preceding the offering. May be repeated with different topics. *Repeatable for a total of 15 hrs.* **3 hrs.**

SPAN 310 Advanced Grammar and Translation
Advanced Grammar and Translation: A thorough review and expansion of Spanish grammar with emphasis on translation. This course fulfills the writing intensive course requirement. Prerequisite: SPAN 231 or permission of instructor. **3 hrs.**

SPAN 320 Advanced Composition
Advanced Composition: Application of the principles of Spanish grammar through writing to increase fluency. This course fulfills the writing intensive course requirement. Prerequisite: SPAN 231 or permission of instructor. **3 hrs.**

SPAN 333 Textual Analysis & Crit. Aspects
Textual Analysis and Critical Aspects: Development of reading skills through the study of various journalistic, historical and literary texts in order to increase vocabulary and enhance comprehension. Prerequisite: SPAN 231 or permission of instructor. **3 hrs.**

SPAN 340 Advanced Conversation
Advanced Conversation: Advanced oral training through discussions, debates and presentations with stress on pronunciation, intonation and correct modes of expression. Prerequisite: SPAN 231 or permission of instructor. **3 hrs.**

SPAN 341 Spanish Literary Classics
Spanish Literary Classics: Consideration of major literary works from various periods of Spanish/Spanish American literature chosen for their values as contribution to world literature. Prerequisite: SPAN 231 or permission of instructor. **3 hrs.**

SPAN 349 Commercial Spanish
Commercial Spanish: A study of the structure and style of Spanish business letters, routine messages and communication. Emphasis on commercial, banking and telecommunication terminology. Prerequisite: SPAN 231 or permission of instructor. **3 hrs.**

SPAN 350 Hispanic Literature
Hispanic Literature: The study of major literary works with the goal of understanding some of the important cultural, socioeconomic and political ideas that have shaped the societies of Spanish speaking countries. Prerequisite: SPAN 231 or permission of instructor. **3 hrs.**

SPAN 362 Span-American Civ & Cultures
Spanish-American Civilization and Cultures: A course designed to give students a better understanding of the history and civilization of Spanish-America and to increase their knowledge of general Hispanic cultures. Prerequisite: SPAN 230 or 231 or permission of instructor. **3 hrs.**

SPAN 370 Topics in Spanish Studies
Topics in Spanish Studies: Course designed to address a specific topic or area of Spanish/Latin American Studies. Topic will be announced the semester preceding the offering. May be repeated with different topics. Prerequisite: SPAN 231 or permission of instructor. *Repeatable for a total of 36 hrs.* **3-9 hrs.**

SPAN 371 Advanced Spanish for Health Care
Advanced Spanish for Health Care: This course focuses on communication among health care professionals and Spanish-Speaking patients. Intercultural issues are emphasized. Prerequisite: SPAN 231, or permission of instructor. **3 hrs.**

SPAN 372 Elementary Translating
Elementary Translating: Comparative analysis of translated texts, questions of restructuring texts and adding or subtracting material, style/audience relationship, simple translations from source language to English, and sight translation. Prerequisite: One 300 level course or permission of instructor. **3 hrs.**

SPAN 374 Advanced Translating
Advanced Translating: Study of professional journals in the field of translation, specific problems of source/target language equivalents, expansion of working dictionaries, oral reports on work in progress, and translating of substantial text(s) in field of specialization. Texts may be scientific, technical, commercial, scholarly or literary, depending on field of specialization. Prerequisite: One 300 level course or permission of instructor. **3 hrs.**

SPAN 400 Directed Readings In Spanish
Directed Readings in Spanish: Directed study of a topic requiring the use of Spanish-language sources. May be repeated with different topics. Permission of instructor. *Repeatable for a total of 36 hrs.* **1-3 hrs.**

SPAN 401 Independent Practicum
Independent Practicum: An independent study of a topic of interest to a student or an internship. Projects must require the use of the target language (Spanish). May be repeated with different topics. Permission of instructor. *Repeatable for a total of 36 hrs.* **1-3 hrs.**

SPAN 410 Intensive Grammatical Structures I
Intensive Grammatical Structures I: Intensive grammatical review with emphasis on the more difficult concepts of the Spanish grammar such as the subjunctive mood, relative pronouns and tense sequencing. Emphasis will be on the development of listening, reading and writing of these critical issues. Students will participate in various forms of presentations that target these complex grammatical concepts. This course fulfills the writing intensive course requirement. Prerequisite: One 300 level course or permission of instructor. **3 hrs.**

SPAN 420 Intensive Grammatical Structures II
Intensive Grammatical Structures II: Intensive grammatical review with emphasis on the more difficult concepts of the Spanish grammar such as the subjunctive mood, relative pronouns and tense sequencing. Emphasis will be on the development of listening, reading and writing of these critical issues. Students will participate in various forms of presentations that target these complex grammatical concepts. This course fulfills the writing intensive course requirement. Prerequisite: One 300 level course or permission of instructor. **3 hrs.**

SPAN 431 Spanish-American Poetry
Spanish-American Poetry: A study of Spanish-American poetry from different historical periods. Prerequisite: One 300 level course or permission of instructor. **3 hrs.**

SPAN 441 Spanish-American Novel
Spanish-American Novel: Study of the novel in Spanish America from its beginning through the contemporary period. Prerequisite: One 300 level course or permission of instructor. **3 hrs.**

SPAN 444 Spanish-American Short Story
Spanish-American Short Story: An overview of the Spanish-American short story to provide students with an appreciation for the development of the genre and its presentation of the social and political realities of the region. Prerequisite: One 300 level course or permission of instructor. **3 hrs.**

SPAN 452 Spanish-American Theater
Spanish- American Theater: This course will examine selected plays written by Spanish-American writers principally outside the United States but it will also treat some U.S. Hispanic playwrights. Prerequisite: One 300 level course or permission of instructor. **3 hrs.**

SPAN 461 Latino Literature
Latino Literature: This course will examine selected poetry, drama and prose works writtien by Hispanic/Latino writers in the United States. Prerequisite: One 300 level course or permission of instructor. **3 hrs.**

WOMEN'S STUDIES

WMST 300 Topics in Women's Studies
Topics in Women's Studies: Investigation of a single topic or area in Women's Studies. The topic may vary from term to term. May be taken more than once with different subtitles. *Repeatable for a total of 6 hrs.* **3 hrs.**

Financial Assistance

Queens University of Charlotte offers merit and need-based funding. Merit funding recognizes academic achievement, leadership and talent as well as school, church and community involvement. To be considered for need-based financial assistance, students must have been admitted to Queens as degree or licensure candidates and must complete and submit the Free Application for Federal Student Aid (FAFSA). The FAFSA may be completed online at www.fafsa.ed.gov. Students must be accepted for admission to the University prior to being awarded any funding. Additional information concerning terms and conditions of awards is outlined with an official award notification. A complete listing of Federal, North Carolina and University funding opportunities is available online at www.queens.edu/financial.

Applications for financial aid should be submitted by entering full-time traditional students as early as possible after January 1st of their senior year in high school. Students filing before March 1st will receive priority in funding. New per credit hours undergraduates and graduate students are encouraged to complete the FAFSA as early as possible prior to their first term of enrollment. Renewal of need-based financial aid is not automatic. Therefore, continuing students are encouraged to submit a Renewal FAFSA available at www.fafsa.ed.gov no later than April 1st of each academic year. For more information on applying for financial assistance, visit www.queens.edu/financial. Queens University of Charlotte reserves the right to review and modify an offer of financial aid should the recipient receive aid from other sources.

FEDERAL PROGRAMS

All federal programs are subject to funding and congressional action.

Federal Pell Grants are available to eligible degree seeking undergraduate students on the basis of financial need. A student must complete the Free Application for Federal Student Aid (FAFSA) to determine eligibility.

Federal Supplemental Educational Opportunity Grants (FSEOG) are available on an annual basis to degree seeking undergraduate students with exceptional financial need. These grants range in value and priority is given to Federal Pell Grant recipients. A student must complete the Free Application for Federal Student Aid (FAFSA) to be considered for funding.

Federal Work-Study (FWS) Awards are available to degree seeking students with financial need. Awards are based on available federal funding. Each student participating in the work-study program will be paid monthly for hours worked. Availability of campus and community service job opportunities is limited and therefore not guaranteed. To be considered students must complete the Free Application for Federal Student Aid (FAFSA).

Federal Student Loans are available to degree seeking students enrolled at least half-time (6 credit hours per term). Students must complete the Free Application for Federal Student Aid (FAFSA) and required loan forms to receive funding. For students demonstrating financial need, interest is subsidized (the U.S. government pays the interest while you are enrolled at least half-time (six credit hours) and for six months after graduation (or when attendance drops to less than halftime). Students not demonstrating financial need may borrow an unsubsidized Federal Loan for which they would be responsible for interest payments while in school.

Federal Parent PLUS Loan Program enables parents to borrow for each dependent that is enrolled in school at least half-time as a degree seeking student. Parents may finance up to the full cost of their child's education each academic year, minus grants and other financial aid the child receives. Although parents do not have to prove financial need, credit checks are mandatory. Applicants with adverse credit histories may not be eligible for PLUS loans.) Repayment on these loans usually begins within 60 days after full disbursement. If for any reason the PLUS application is denied, the dependent may be able to borrow additional funds through the Unsubsidized Federal Loan Program. The student and his/her parent(s) must complete the Free Application for Federal Student Aid (FAFSA) and required loan forms to receive funding.

Federal Graduate/Professional PLUS Loan Program allows degree seeking graduate students to borrow under the PLUS Loan Program up to their cost of attendance minus other financial assistance. The terms and conditions applicable to Parent PLUS Loans also apply to Graduate/Professional PLUS loans. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA). They also must have applied for their annual loan maximum eligibility under the Federal Subsidized and Unsubsidized Stafford Loan Program before applying for a Graduate/Professional PLUS loan.

NORTH CAROLINA PROGRAMS

All state programs are subject to revision of funding or regulation by the North Carolina General Assembly.

The North Carolina Need Based Scholarship will be awarded to North Carolina residents pursuing their first undergraduate degree who are enrolled in at least nine hours. Awards are calculated using the families estimated family contribution as calculated on the Free Application for Federal Student Aid (FAFSA) and are subject to availability from the state.

The North Carolina Forgivable Education Loans for Service Program provides financial assistance in the form of forgivable loans to qualified students who are committed to working in North Carolina to lessen identified critical employment shortages; initially teachers, nurses and allied health professionals. Students must be residents of the state of North Carolina and meet loan eligibility requirements to qualify.

QUEENS UNIVERSITY OF CHARLOTTE PROGRAMS

Presidential Scholarships are the most prestigious merit scholarships at Queens University of Charlotte, and are awarded annually to graduating high school seniors based on superior academic and leadership achievement. These full tuition scholarships are for four years of study in the traditional undergraduate program and renewable for four years with specific GPA requirements. A separate scholarship application is required in addition to the admission application. For consideration, both the admission and scholarship applications must be postmarked by December 15th. Scholarship finalists are selected and invited to the Presidential Scholarship Competition to be interviewed during a select weekend in the spring.

Reece A. Overcash Scholarships are awarded to graduating high school seniors enrolled in the traditional undergraduate program. Up to two students annually are awarded an Overcash Scholarship in the amount of $5,000. The scholarships are offered on a competitive basis to students who exhibit an interest in and capacity to find creative relationships between the humanities and math, science and technology and are available for four years of study. Candidates must submit a scholarship application no later than December 15th. Scholarship finalists are interviewed during Scholars Weekend in the Spring.

Queens University Scholars are awarded to graduating high school seniors enrolling in the traditional undergraduate program. These scholarships are based on a student's overall academic record, including GPA, and standardized test scores, submitted at the time of admission. Students are awarded funding at three levels: Trustee, Deans' and Alumni.

Charles A. Dana Scholarships are awarded annually to full-time students in each of the rising sophomore, junior and senior classes enrolled in the traditional undergraduate program, who maintain an outstanding record for scholarship and leadership. Recipients are selected at the recommendation of the Faculty Honors Committee.

Music/Drama/Art Scholarships are awarded during the admissions process to students who plan to major or minor in music, drama or art; or major in Music Therapy. These scholarships are awarded to full-time degree-seeking students enrolled in the traditional undergraduate program and are based on a student's overall academic record, talent and degree of advancement. An audition or portfolio review is required. Awards are based on faculty recommendations and are available for four years of study. Students must schedule an audition or submit portfolio to receive scholarship consideration.

Ministerial Tuition Remission is available for a dependent or spouse of an active Presbyterian minister who is enrolled full-time in our traditional undergraduate program of study. Dependents or spouse of active ministers of the Presbyterian Church (USA) Mid-Atlantic Synod receive a 20% tuition remission. Dependents or spouse of active ministers in all other synods of the Presbyterian Church (USA) receive a 15% tuition remission. Remission forms are available from the Office of Student Financial Services.

McColl Case Competition Scholarships are awarded to graduating high school seniors enrolling in the traditional undergraduate program. Prospective McColl School undergraduate business majors choosing to participate will have the opportunity to analyze a business case and present their findings and recommendations in a two round competition. Round one is a written case analysis (no more than four pages). In round two, each finalist is required to visit campus and present to a panel of McColl School faculty, alumni, local business leaders and finalists from the previous year. Awards for the competition are as follows:

- First Place- $7,500Scholarship (renewable up to four years) to Queens University of Charlotte's McColl School of Business.
- Second Place- $5,000 scholarship (renewable up to four years) to Queens University of Charlotte's McColl School of Business
- Third Place-$2,500 scholarship (renewable up to four years) to Queens University of Charlotte's McColl School of Business
- Honorable Mention- $1,000 scholarship (renewable up to four years) to Queens University of Charlotte's McColl School of Business.

Knight Scholarship Program- The James L. Knight School of Communication awards competitive scholarships for students who engage the community in digital and media literacy initiatives. These scholarships, awarded to entering freshmen, provide $4,000 annually and are renewable for up to four years. A Knight Scholar is expected to participate in service initiatives over their first two years. Upon entering their third year, they will propose a unique service project on their own to be completed by their fourth year. To apply for the scholarship, a student must be a first –time freshman and be a full-time degree-seeking student living on campus with an interest in majoring in communication.

Athletic Scholarships are awarded according to NCAA Division II and conference policies and are based on the recommendation of the athletic department in the following sports:

Men's		Women's	
Basketball	Soccer	Basketball	Softball
Cross Country	Tennis	Cross Country	Tennis
Golf	Track & Field	Golf	Track & Field
Lacrosse	Swimming	Lacrosse	Soccer
		Swimming	Volleyball

For more information, contact the Department of Athletics.

Hayworth Merit Scholarships are awarded to degree seeking undergraduate students enrolled in Hayworth College. Students must meet the academic and enrollment qualifications to receive funding. For more information, please contact the Hayworth College admissions office.

Pauline Lewis Fellowships are awarded to degree seeking undergraduate students enrolled in Hayworth College. Fellowships are awarded to students during the admission process. Selection is based on potential for academic success and campus leadership. For more information, please contact the Hayworth College admissions office.

Pat and B.D. Rodgers Fellowships are awarded to degree seeking students enrolled in Hayworth College. Fellowships are awarded to students during the admission process. Selection is based on demonstrated financial need, potential for academic success, character and leadership potential. For more information, please contact the Hayworth College admissions office.

Hershel H. and Cornelia N. Everett Fellowships are awarded during the admission process to students enrolling in graduate programs in the Wayland H. Cato, Jr. School of Education. Recipients must have established North or South Carolina residency. Selection is based on academic promise, personal achievement, leadership potential and character. The Everett Fellowships are also available on a one-time basis to students who have suffered job loss or other financial difficulties. For more information, please contact the Wayland H. Cato, Jr. School of Education.

McColl School MBA Fellowships are awarded to new degree candidates in the Professional MBA and the Executive MBA programs. For additional information contact the McColl School MBA Admissions Office.

Professional MBA: Several funds provide academic fellowships for new degree candidates in the Professional MBA program. Financial need is not a factor in the selection.

Executive MBA: Several need-based scholarships are available to first time degree candidates admitted to the Executive MBA program. The Executive MBA program also has fellowships available for non-profit senior managers and promising entrepreneurs. Additional named scholarships are awarded by the University on the basis of academic merit and/or financial need. There is no scholarship application necessary for these funds. Academic information and/or the Free Application for Federal Student Aid (FAFSA) are all that is required.

STUDY ABROAD

Students who wish to study abroad should first contact the International Education Office. Students wishing to receive financial assistance for studies outside the United States must contact the Office of Student Financial Services at least three months prior to their departure.

Federal financial aid is available for approved study abroad programs. University funding can be used for study abroad if the student pays tuition, room and board directly to Queens University of Charlotte and the University makes payment to the participating study abroad University. Financial aid is not disbursed until after the term begins. Therefore, financial aid funding is not available in time to pay upfront costs such as deposits and plane fare.

SATISFACTORY ACADEMIC PROGRESS FOR FINANCIAL AID ELIGIBILITY

Satisfactory Academic Progress

To be eligible for federal, state, and institutional funding, students must meet the qualitative and quantitative criteria indicated below.

Qualitative Requirement

Undergraduate
Each student must maintain the following minimum GPA based on credits earned:

Total hours earned	Minimum GPA
0-12	1.500
13-37	1.800
38-70	1.900
71 or more	2.000

Graduate
Each student must meet the academic standards for enrollment in his or her school or program in order to continue to receive financial assistance as described in the graduate catalog.

Quantitative Requirement

All students must complete at least 75% of hours attempted. Academic progress is measured at the end of each term by dividing the cumulative hours successfully completed (including transfer hours) by the cumulative number of hours attempted. All attempted hours are counted whether or not financial aid was received, coursework was successfully completed, or any class was repeated.

Students may not receive financial assistance for more than 150% of the expected program length as measured in credit hours. All attempted hours are counted (including transfer hours) whether or not financial aid was received, coursework was successfully completed, or any class was repeated.

Transfers: Transcripts from the last school of attendance will be reviewed to ensure a) the transferring student earned 75% of all credit hours attempted, regardless of the number of transfer credits accepted toward the program of study and; b) the cumulative GPA and hours earned at least meet the qualitative standard noted above.

Grades in Determining Academic Progress

The successful completion of a credit attempted and earned is credit for which a grade of A, B, C, D, or P is received. An incomplete grade (I) counts as credit attempted, but will not count as earned until the recording of a passing grade. A grade of K will not count toward credits attempted or earned.

Financial Aid Warning and Probation

Satisfactory academic progress requirements are assessed at the end of each academic term. Students who fail to meet either or both of the qualitative and quantitative requirements are placed on financial aid warning the following term and will receive a letter informing them of this warning status, the consequences of such status, and the requirements necessary to have the warning resolved. Students may continue to receive financial aid during this warning term. If a student does not meet both conditions at the end of the warning term, the student is considered to be on financial aid probation and all aid will be suspended until he/she once again meets both requirements. Students having financial aid warning and/or probation removed, but who are subsequently placed on financial aid warning in future terms are ineligible for aid.

APPEALS

Students ineligible to receive financial aid due to financial aid probation or failure to meet the requirements of their scholarship may appeal such action on a term by term basis. Appeals should be detailed and well written. Letters of appeal must be submitted to the Office of Student Financial Services with attention to the Director of Financial Aid no later than two weeks before the end of the affected semester. Appeals must include an explanation of the circumstances contributing to the unsatisfactory performance, how these factors have been or will be resolved and a plan to improve academic performance. The plan for improved academic performance must include the signature of the students' academic advisor. Additional supporting documentation, such as letters from physicians or counselors, should be included when relevant. The student will be notified in writing of the final decision of the student's appeal letter. If the appeal is granted, aid eligibility for the affected term only is restored. If the appeal is denied, the student remains ineligible. Appeal decisions are made by the Assistant VP and Director for Student Financial Services and are final.

Tuition and Fees

While the Board of Trustees reserves the right to adjust the fee schedules at any time, the following basic fees have been established for 2012-2013.

UNDERGRADUATE PROGRAMS

Comprehensive Tuition Rate

Students who are admitted to the Traditional Undergraduate Program or Hayworth College students who are admitted to the pre-licensure BSN program, and who are registered for 12 or more credit hours in a fall or spring term, will pay the comprehensive tuition rate. All students living in a Residence Hall are also charged the comprehensive tuition rate, regardless of the number of credit hours enrolled.

Annual

Full-Time Entering Freshmen Comprehensive Tuition	$27,576
Full-Time Returning Students	$26,308

Credit Hour Tuition Rate

Students admitted to the Hayworth College Undergraduate Program,* the RN-BSN Program or the Associate of Science in Nursing Program will pay the credit hour tuition rate as indicated below, regardless of the number of credit hours for which they are registered. Students admitted to the Bachelor of Science in Nursing program registered for less than 12 hours will pay the credit hour tuition rate below. Students admitted to the Traditional Undergraduate Program who are registered for less than 12 hours will also pay the rate as indicated below..

Traditional Undergraduate Program	$ 526
Hayworth College	$ 440
EDUC --- (Teaching Block)	$ 205
Associate of Science in Nursing Program	$ 440
RN-to-BSN Program	$ 454
BSN Program	$ 657
Accelerated BSN Program	$ 724

** Students admitted to the Hayworth College Program seeking a Bachelor of Science in Nursing degree (pre-licensure option) will pay the credit hour rate for all courses until admitted to the major and the Presbyterian School of Nursing (PSN). Once admitted to the pre-licensure BSN program, students will be charged the comprehensive tuition rate as listed above in any Fall or Spring term for which they are registered for 12 or more credit hours.*

GRADUATE PROGRAMS

College of Arts and Sciences

Master of Fine Arts in Creative Writing	$ 6,484	per term
MFA Graduation Residency	$ 1,200	over the course of the program

McColl School of Business

Master of Business Administration		
Professional MBA (returning 2009-10 & prior)	$ 900	per credit hour
Professional MBA (all other)	$ 925	per credit hour
Master of Business Administration		
Executive MBA (returning students) *	$ 64,000	cost of the program
Executive MBA(new students)*	$ 69,000	cost of the program
Master of Science in Executive Coaching**	$ 47,496	cost of the program
Master of Science in Organization Development		
MSOD (returning students)	$ 900	per credit hour
MSOD (new students)	$ 925	per credit hour

Coaching Certificate

Coaching Certificate (returning students)	$ 900	per credit hour
Coaching Certificate (new students)	$ 925	per credit hour

* *This cost covers tuition and fees for the entire program and includes the $500 deposit, all books, materials, fees and some meals. The rate also includes a 4,000 trip allowance towards the cost of one summer international study tour. Students typically select from several summer study tours, some may involve additional cost.*

** *This cost covers tuition and fees for the entire program and includes the $1,000 deposit, all books, materials, fees and meals.*

Knight School of Communication

Master of Arts in Communication	$ 740	per credit hour

Wayland H. Cato, Jr. School of Education

Master of Arts in Teaching	$ 362	per credit hour
Master of Education	$ 362	per credit hour
Master in School Administration	$ 362	per credit hour
Graduate (Non-Degree)	$ 362	per credit hour

Presbyterian School of Nursing

Master of Science in Nursing	$ 454	per credit hour
Graduate (Non-Degree)	$ 454	per credit hour

RESIDENCE HALLS & MEAL PLANS

The residence halls are designed for full-time traditional age undergraduates. Family housing is not available. Double room residence hall accommodations are available to all full-time students paying the comprehensive rate. All residents will be charged the comprehensive tuition rate, the room rate applicable to their dorm assignment and the board rate applicable to the student's chosen meal plan. If space is available, a student may choose to have a private room at the rates specified for single occupancy. Damages to residence halls are billed after the end of each term and are due upon receipt. Full details regarding residence halls and meal plans are available in the Housing & Residential Meal Plan Contract.

Apartment style (North Residence Hall)*

Double Occupancy	$ 5,514
Single Occupancy	$ 6,742

Corridor Style Residences (Albright, Barnhardt, Belk & HBO)

Double Occupancy	$ 6,254
Single Occupancy	$ 8,144

Suite Style Residences (Hayes, Wireman & HBO Suites)

Double Occupancy	$ 6,800
Single Occupancy	$ 8,690

Super Suite Style (South)

Double Occupancy	$ 7,300
Single Occupancy	$ 9,190

Meal Plans (Board Rates)

Unlimited meal plan	$ 3,898
19 meal plan	$ 3,398
14 meal plan	$ 3,216
5 meals per week plan (Seniors or North Only)	$ 1,548
3 meals per week plan (North only)	$1,062

Meal plans
All resident students, are required to participate in one of the meal plans provided by the University. Students with special dietary needs should have a physician outline these needs in a letter to the general manager for Chartwells so that the meals can be prepared accordingly. Students residing in North Hall are not required to participate in a standard meal plan but may elect any of the meal plan options above.

Telephone/cable/internet access
Each residence hall room is equipped with a telephone line*, cable television service and internet access. Students need to provide their own personal telephone, television and computer to use these services. The cost of these services is included in the basic room charge.

*North Hall residents will be responsible for arranging their own telephone services.

Laundry Machines/Micro-fridges
Each residence hall room is equipped with a micro-fridge combination microwave-refrigerator freezer appliance. In addition, each residence hall has free state-of-the-art laundry facilities.

OTHER TUITION/FEES INFORMATION

REQUIRED HEALTH AND ILLNESS INSURANCE

All full-time students paying the Comprehensive Tuition Rate and all full-time and part-time students in the ASN, BSN and Accelerated BSN programs are automatically billed for a health and illness insurance plan through the University. To decline participation in and to remove charges from a student account for this insurance, students must complete an opt-out verification on-line with the University's insurance provider the first academic term of every academic year the student is enrolled.

Coverage cost is charged in Fall and Spring for convenience and affordability purposes. Brochures outlining coverage, costs and limitations are mailed in the summer to all registered full-time students paying the Comprehensive Tuition Rate and all full-time and part-time students in the ASN, BSN and Accelerated BSN programs. Information is also available through www.uhcsr.com , click on "Find My School's Plan and select Queens University of Charlotte. The information is mailed to the students' permanent home address.

Student Athletes and Insurance
Student athletes have additional insurance requirements. The student athletic coverage and requirements may be different from the student health coverage requirements. The required process of opting out of health coverage is required for all students and is not eliminated for student athletes. Please contact the athletics department for more information.

Charlotte Area Educational Consortium (CAEC)
Full-time degree-seeking undergraduates paying the University's comprehensive tuition rate may register, on a space-available basis, for a course at any of the 24 institutions in the Charlotte Area Educational Consortium with no additional charge. See **Other Educational Opportunities** for a list of CAEC member institutions. A student interested in the consortium should contact the Registrar's Office.

Audited Courses
Students will be charged for an audited course as they would for any other course.

Repeated Courses
A student who chooses to repeat a course will be charged for the course.

Enrollment Across Programs

Regardless of a student's program-of-entry (Traditional Undergraduate Program, the Hayworth College program, the Associate of Science in Nursing program, or a Graduate Program), a student may register for any course for which the student has met the prerequisites provided there is space available and there are no special restrictions on the course. (Most graduate courses are restricted to graduate students.) Students paying by the credit hour will be charged according to the origin of the course at the prevailing rate for that course.

OTHER TUITION / FEES

Course Fees

The courses in which a student enrolls will determine the course fees that are charged. For a listing of the possible non-refundable course fees that could be charged please visit the Student Financial Services web site.

Application Fees

Baccalaureate Programs

Traditional Undergraduate Program	$ 40
Hayworth College Program	$ 50
Hayworth College Program – International Students	$100

Associate Programs

Presbyterian School of Nursing	$ 40

Graduate Programs

Master of Fine Arts	$ 45
McColl School of Business	$ 75
Wayland H. Cato Jr. School of Education	$ 40
Knight School of Communication	$ 40
Presbyterian School of Nursing	$ 40

Enrollment Deposits

(Applied towards enrollment costs for the student's first term)

Traditional Undergraduate Program*	$ 300
Hayworth Undergraduate Program	$ 300
International Undergraduate Deposit**	$ 1,000
Associate of Science in Nursing Program	$ 250
Master of Fine Arts Program	$ 300
Master of Science in Executive Coaching	$ 1,000
Executive MBA Program	$ 500

**Traditional Undergraduate Program deposits will be refunded if the University has been notified prior to May 1st of the student's decision to not attend.*

***International students admitted to either the Traditional and Hayworth Undergraduate program must pay a $1,000 deposit that is non-refundable.*

Other Fees

Late Payment Fee	$ 75	accrued monthly
Transcript Fee	$ 5	per transcript
Transcript Fee (expedited)	$ 15	per transcript
General Fee*	$130	per Fall & Spring Term

**Excludes students paying the comprehensive tuition rate and graduate students.*

Safety & Security

Resident Students	$ 300	per academic year
Commuter Students	$ 190	per academic year
Undergraduate, Graduate, and Adult		

Payment Plan Fees

Monthly Installment Plan-Self Enrolled	$ 50	per term
Monthly Installment Plan – Administratively Enrolled*	$150	per term
Tuition Deferment Plan (TDP)**	$ 250	per term
10-Month Payment Agreement (Full-time traditional students only)	$0	

* Students who do not pay their balance in full by the due date for the applicable term, or who have not self-enrolled in a payment plan will be administratively place on a payment plan and charged $150 enrollment fee.

**Classes covered by TDP requiring multiple terms will require a new TDP and additional fee each term

Payment Information

Upon registration students accept as binding all fees and regulations set forth in the Catalog or as amended during the year:

1. Tuition and fees, less financial assistance awarded, are due and payable according to the schedule listed below:

For Students in Undergraduate Programs
Due Dates

Fall Term	Spring Term	Summer Term**
August 15	January 5	May 5

Drop Dates – see academic calendar.
Students are responsible for charges for any classes not dropped by the drop dates listed.

For Students in Graduate Programs:
Due Dates

Fall Term	Spring Term	Summer Term
August 15	January 5	May5

Drop Dates – see academic calendar.
Students are responsible for charges for any classes not dropped by the drop dates listed.

For Students in the Master of Fine Arts Program:

Summer/Fall Term	Spring Term
May 5	January 5

2. Payments are paid online through the university intranet, myQueens. Payments using MasterCard, Visa, American Express or ACH are accepted. This is the most secure and efficient means of payment for students. Payments are also accepted at the Student Cashier's office in the Jernigan building. Payments at the Student's Cashier office are required to be in US currency, American Express, Visa or MasterCard.

3. Credits for scholarships and financial assistance are divided equally between the fall and spring terms after the drop / add period.

4. Overpayments created by financial assistance will only be refunded to the student and/or parent after charges have been paid in full.

5. Students who do not wish to pay in full at the beginning of each term may be interested in the following programs offered by Queens University of Charlotte.

   (a) *10-payment Planning Document*
   For undergraduate students paying the comprehensive fee a 10 month-payment plan is available. The plan has no fees and no interest charges. The student/parents will be required to complete an individual planning document with their student financial services counselor. Along with the returned document the student/parents must self-enroll at myQueens for an automatic draft of the monthly payment via American Express, MasterCard, Visa or by ACH. If at any time payment is not received, the plan is terminated and the remaining balance due in full.

(b) *3-payment plan (for students enrolled on a per credit hour basis)*
Available to students enrolled on a per credit hour basis and seniors paying the comprehensive rate who are graduating in December, the 3 payment plan allows a student to divide their balance into 3 equal installments over the semester. There is a $50 enrollment fee assessed for each term enrolled and this payment should made by the due date for that term. Enrollment fees may be made online via myQueens with American Express, MasterCard, VISA, or by ACH. Students that do not self-enroll on the payment plan will be administratively placed on a plan and charged $150 enrollment fee. Following the final payment plan due date for the term, the University will begin assessing a $75 dollar monthly late fee for any unpaid balance. The University reserves the right to deny participation in this plan to students on the basis of their payment history with the University.

Fall Term (3-pay)	Spring Term (3-pay)	Summer & Summer/Fall Term (3-pay)
August 15	January 5	May 5
September 15	February 5	June 5
October 15	March 5	July 5

(c) *Tuition Deferment Plan*
The Tuition Deferment Plan (TDP) is a deferment plan available to students whose employer will reimburse them for tuition at the end of a term. Under this plan, tuition for fall term is due by January 10th, spring term by May 13, and summer term by August 28. Students wishing to apply for this plan must submit the TDP application form to the University Cashier by the tuition due date for that term. A deferment fee of $250.00 is due by the due date for that term and can be made online via myQueens with American Express, MasterCard, VISA or by ACH. Tuition is the only expense that may be deferred. A late-payment penalty is incurred if a payment is not made by the due date. Classes for the semester following the tuition deferred period will be dropped if payment is not received on or prior to the due date. Students graduating must clear their balances prior to approval for graduation (typically 14 days prior to completion of the term). The University reserves the right to deny participation in this plan to students on the basis of their payment history with the University. All tuition deferment plans must be renewed each term for classes that last more than one term and an additional fee paid at renewal.

(d) *Unsecured educational loans*
There are a variety of student and parent loans available. For information, please visit www.queens.edu/financial. If the posting of Title IV funding to a student account creates a credit balance, a check will be issued by the University to the student/parent.

6. Failure to pay by the due date or to self enroll and pay according to the terms of a payment plan will result in the student being administratively enrolled in a payment plan and charged $150 enrollment fee. Failure to adhere to the terms of the University's payment plans will result in a monthly late fee until the balance has been paid in full. The student is responsible for all changes assessed against the student regardless of any arrangements or agreements made with other parties.

7. Students that submit payments to Queens for tuition and other related expenses that are returned by the bank for insufficient funds, stop-payments or closed account status will be assessed a $30 returned check fee. The student may be asked to replace the returned check with guaranteed funds.

8. Students are not permitted to attend class until satisfactory arrangements have been made to meet all financial obligations. Continued class attendance is contingent upon maintaining good financial standing with the University throughout the term.

9. Participation in graduation activities and receipt of diplomas, certificates, and transcripts are permitted only when the student's account has been paid in full. Students using the TDP or payment plans should clear any balance two weeks prior to the end of the term regardless of the due date for the semester they complete their degree requirements.

10. Students that have balances not paid in full prior to the due date for the term will have a hold status on their account. Tuition Deferment Plans will be allowed to register but if left unpaid prior to the due date will result in dropped classes for the next term The hold will be removed when the account is paid in full. Hold status results in a student's inability to register for the next semester, obtain transcripts or diplomas. Payment Plan due dates are carefully made so that registration does not interfere as long as payments are made on time.

11. Students that become financially delinquent and fail to clear their account by the end of the semester will have their student account turned over to collections. If an account is referred to a collection agency or attorney, the student will be liable for all attorney fees, court costs and collection fees as allowed by law. Students that would like to re-enroll at Queens after having been in collections will be asked to pre-pay all tuition and fees with guaranteed funds before being allowed to register for the upcoming term.

Students wishing to apply for financial assistance should visit the Student Financial Services website or call 704-337-2225.

Withdrawal and Financial Obligations

The policies and procedures below apply to all undergraduate and graduate students. Students who enroll in multiple programs must follow that program's calendar for each class. Additional information is available in the Office of Student Financial Services or on the Queens web site.

Dropping a Course

When a course is dropped during the Drop/Add period there is no record of that registration, and no tuition is charged for that course. After the Drop/Add period has ended, a student leaving a class must formally withdraw from the course in order to receive a status of "W." Dropping a course must be done through the Registrar's office.

Abandoning a Course

A student who simply stops attending class after the drop and add period will receive a grade of "F" for the course and will be financially responsible for all charges associated with the class.

Withdrawal from a Course

There is no refund of tuition for withdrawal from an individual course unless the withdrawal results in zero enrolled credit hours. A withdrawal must be done through the Registrar's office.

Withdrawal From All Classes / From The University

Withdrawal-Academic Ineligibility

A student determined by the Student Qualifications Committee to be academically ineligible to return will receive a refund if the student has made payments or has a credit balance toward the next term's tuition and fees. Such decisions are made at the end of each term.

Withdrawal

Student's who withdraw from the University, effectively leaving Queens, will have tuition, room and board adjusted. Please see the adjustment schedule below. Student's must withdraw through the Registrar's office for the appropriate adjustment.

Exceptions

Students who feel that individual circumstances warrant exceptions to this policy may appeal to the Financial Policies Committee, provided such appeal is made in writing before the end of the term for which the proration is requested. The appeal should be sent to FPC@Queens.edu and must come directly from the student. The committee meets each month and will communicate their findings. Students are encouraged to provide documentation to support their appeal.

Tuition, Room and Board Adjustments

Tuition, Room and Board adjustments will be made according to the following schedule for the standard 16-week undergraduate session and the standard 15-week graduate session. The first week of the semester is the seven-day period that begins on the first day of class as stated on the academic calendar.

Period of Withdrawal	Adjustment
Week 1	100%
Week 2	75%
Week 3 and 4	50%
Week 5 and 6	25%

WITHDRAWAL AND AID ELIGIBITY

If a student withdraws from all classes or withdraws from the University, it may be required that all or a portion of the student's assistance be returned to the originating source. The amount to be returned from all aid sources is determined according to Federal and University regulations and policies. A detailed copy of the refund worksheet is available upon request from the Office of Student Financial Services.

Students who determine that dropping classes or withdrawing from Queens University of Charlotte is necessary should realize that their student account may be impacted. It is highly suggested that they consult with Student Financial Services to determine if the drop or withdrawal will result in the reversal of financial aid. Any balance created as a result of the reversal of financial aid in addition to any existing student account balance will require payment. Refunds issued to students during the term of withdrawal may be due in part or full to the University as a result of a withdrawal. **All balances are due and payable at the time of withdrawal for all students.**

FACULTY & ADMINISTRATION

The Faculty

Date following name and title indicates year of full-time appointment

Dimitra D. Acheson
Associate Professor of Chemistry, 1994
B.S., University of Athens; M.S., University of Iowa; Ph.D., University of North Carolina at Chapel Hill

Christine L. Allegretti
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B.A., M.A., Ph.D., University of Arkansas

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Instructor of Physical Education, 1987
B.S., Virginia Polytechnical Institution and State University; M.A., Western Carolina University

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Dennis Thompson Chair for Entrepreneurial Studies and Professor of Business, 2005
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B.S.N., Wingate University; M.S.N, University of North Carolina at Charlotte; DNP, University of Alabama at Huntsville

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Professor of Education, 2003
B.R.E., Baptist Bible College; M.A., George Washington University; Ed.D., University of St. Thomas

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Professor and W.R. Holland Chair of International Business and Finance, 2007
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B.A., Augusta State University; B.S.W., Midwestern State University, Wichita Falls; M.S.S.W., University of Texas at Arlington; M.Phil., University of Glasgow, Scotland; M.P.H., University of North Texas Health Sciences Center; Ph.D., University of North Texas - Denton

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Z. Smith Reynolds Professor of Biology, 1992
B.S., Davidson College; Ph.D., Emory University

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Assistant Professor of Music, 1984
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Associate Professor of History, 2012
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Assistant Professor of Nursing, 2007
B.S.N., M.S.N., Duquesne University; Ph.D., Case Western Reserve University

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Associate Professor of Organizational Behavior, 2000
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Professor of Mathematics, 1995
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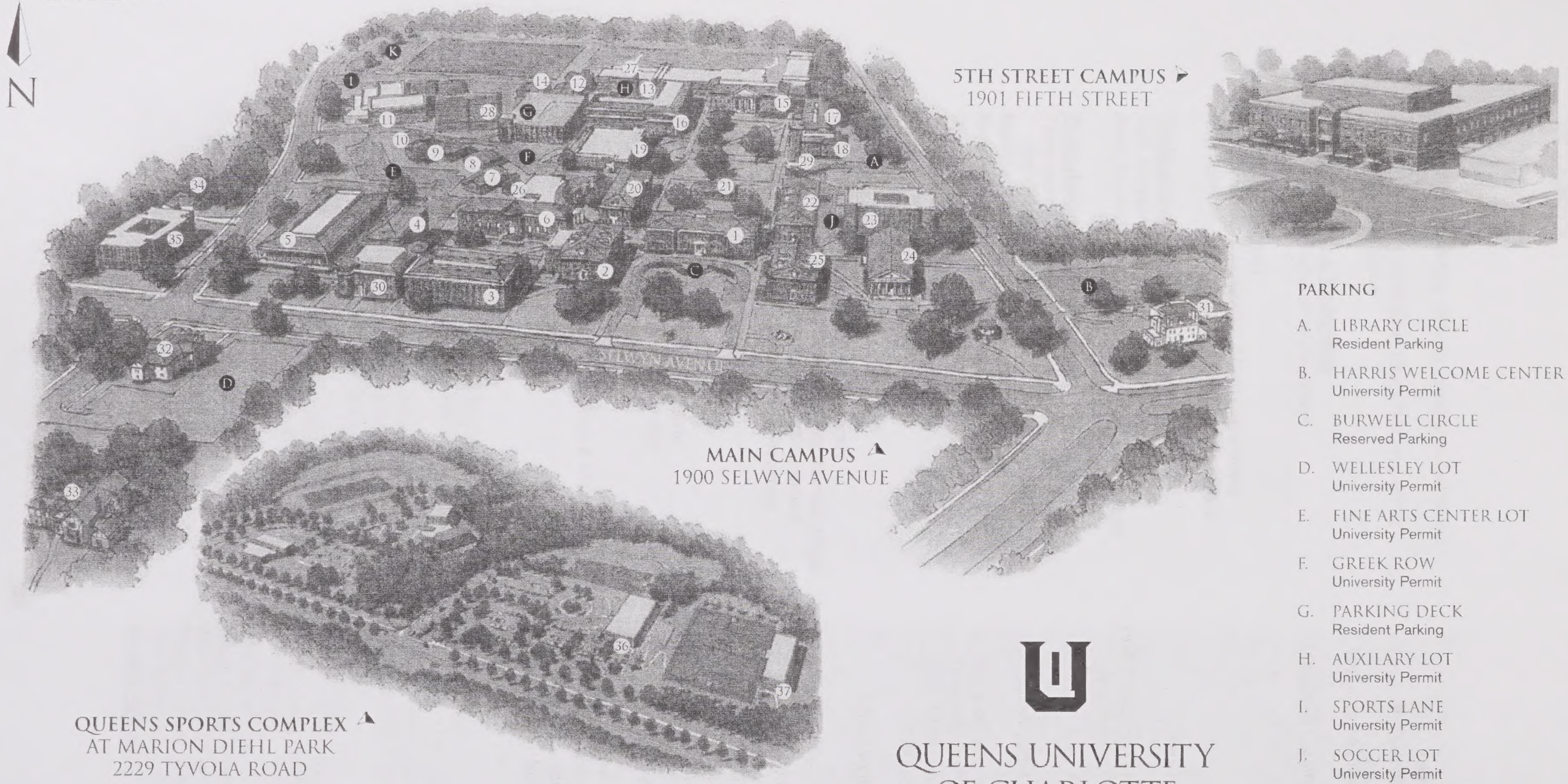
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6. Morrison Hall
Adjoins Trexler Student Center
7. Tillet Building
8-10. Greek Lodges
11. Ovens Athletic Center
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13. Heating Plant
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23. Albright Residence Hall
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